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ABSTRACT

This teacher's guide contains suggestions and lessons for teaching reading and writing to North American adults learning English as a second language. It can also be used to help English-speaking adults gain literacy skills. The guide introduces tutors to teaching "emergency English"--essential vocabulary and conversations (dialogues) on day-to-day topics that newcomers will find immediately helpful. The guide contains six chapters. The first chapter explains the role of the tutor and provides tutoring hints, while chapter 2 provides background information on the English language. In chapters 3 and 4, the tutor is taken step-by-step through the processes of teaching and writing a lesson, while chapter 5 contains 25 lesson outlines. These outlines cover teaching everyday living skills including foods, telling time, money, shopping, cooking, calendars, families, measuring, maps, transportation, asking questions, using the telephone, household items, mail, describing people, personal health, clothing, jobs, checks and money orders, housing, paying bills, and the seasons. Drills and exercises are included in the lessons. The final chapter of the guide contains 50 lessons on pronunciation of the sounds of English. Appendixes to the guide provide a lesson plan worksheet and a bibliography. (This teaching guide is designed to be used with the student Emergency English Workbook.) (KC)

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ED227235

Emergency English

A Handbook for Tutors of Non-English Speaking Students

Martha A. Lane

CE 034 932

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TABLE OF CONTENTS

INTRODUCTION- - - -

Lesson 10: Measuring Things - - - - - - - - - - - - - - - - - 28
Lesson 11: Downtown - 29
Lesson 12: Maps - 30
Lesson 13: Going Places - - - - - - - - - - - - - - - - - - - 31
Lesson 14: Question Words - - - - - - - - - - - - - - - - - - 32
Lesson 15: Using the Telephone- - - - - - - - - - - - - - - - 33
Lesson 16: In the House - - - - - - - - - - - - - - - - - - - 34
Lesson 17: Mail - 35
Lesson 18: Describing People- - - - - - - - - - - - - - - - - 36
Lesson 19: Personal Health- - - - - - - - - - - - - - - - - - 37
Lesson 20: Clothing - 38
Lesson 21: Jobs - 39
Lesson 22: Checks and Money Orders- - - - - - - - - - - - - - 40
Lesson 23: Housing- 41
Lesson 24: Paying Bills - - - - - - - - - - - - - - - - - - - 42
Lesson 25: The Seasons- 43

CHAPTER 6. SOME SOUNDS OF ENGLISH: 50 PRONUNCIATION LESSONS - - - - - 44
Lesson 1: Sounds of S and Z- - - - - - - - - - - - - - - - - 45
Lesson 2: Sounds of T and D- - - - - - - - - - - - - - - - - 46
Lesson 3: Short Sounds of O and I- - - - - - - - - - - - - - 47
Lesson 4: Sounds of F and V- - - - - - - - - - - - - - - - - 48
Lesson 5: Sounds of CH and J - - - - - - - - - - - - - - - - 49
Lesson 6: Short Sounds of E and I- - - - - - - - - - - - - - 50
Lesson 7: Sounds of B and P- - - - - - - - - - - - - - - - - 51
Lesson 8: Sounds of G, C and K - - - - - - - - - - - - - - - 52
Lesson 9: Short Sounds of A and U- - - - - - - - - - - - - - 53
Lesson 10: Sounds of W and WH - - - - - - - - - - - - - - - - 54
Lesson 11: Voiced and Unvoiced Sounds of TH - - - - - - - - - 55
Lesson 12: Short Sounds of E and U- - - - - - - - - - - - - - 56
Lesson 13: Sounds of S and SH - - - - - - - - - - - - - - - - 57
Lesson 14: Sounds of ST and SH- - - - - - - - - - - - - - - - 58
Lesson 15: Short Sounds of A and O- - - - - - - - - - - - - - 59
Lesson 16: Sounds H, N and Initial KN - - - - - - - - - - - - 60
Lesson 17: Sounds of M, L, R and Initial WR - - - - - - - - - 61
Lesson 18: Sounds of AR and ALL - - - - - - - - - - - - - - - 62

Lesson 19: Sounds of ING, ONG, ANG and UNG - - - - - - - - 63
Lesson 20: Final Sounds of X, KS and SS - - - - - - - - - - 64
Lesson 21: Sounds of OR and ER- - - - - - - - - - - - - - - 65
Lesson 22: Sounds of Final NG and NK- - - - - - - - - - - 66
Lesson 23: Sounds of Final CK, CKS and X- - - - - - - - - 67
Lesson 24: Sounds of AR, IR and ER- - - - - - - - - - - - 68
Lesson 25: Sounds of OB, OD, ON and OP- - - - - - - - - - 69
Lesson 26: Sounds of Initial Y and Initial Long U - - - - 70
Lesson 27: Sounds of C, K and QU- - - - - - - - - - - - - 71
Lesson 28: Sounds of IB, ID, IN and IP- - - - - - - - - - 72
Lesson 29: Sounds of ALL, ELL and ILL - - - - - - - - - - 73
Lesson 30: Sounds of ASS, ESS, ISS, OSS and USS - - - - - 74
Lesson 31: Sounds of SS and ZZ- - - - - - - - - - - - - - 75
Lesson 32: Sounds of CH and TCH - - - - - - - - - - - - - 76
Lesson 33: Sounds of J and DGE - - - - - - - - - - - - - - 77
Lesson 34: Short O Contrasted with the Long O Spellings O, OA and OW - - - - - - - - - - - - - - - - - - - 78
Lesson 35: Short O Contrasted with the Long O Spelling O_E- 79
Lesson 36: Short I Contrasted with the Long I Spellings IE, Y and IGH- - - - - - - - - - - - - - - - - - 80
Lesson 37: Short I Contrasted with the Long I Spellings I and I_E- 81
Lesson 38: Short E Contrasted with the Long E Spellings E, EE and EA - - - - - - - - - - - - - - - - - - - 82
Lesson 39: Short E Contrasted with the Long E Spellings EY and E_E - 83
Lesson 40: Short A Contrasted with the Long A Spellings A, AI and AY - - - - - - - - - - - - - - - - - - - 84
Lesson 41: Short A Contrasted with the Long A Spelling A_E and AR Contrasted With ARE and AIR - - - - 85
Lesson 42: Short U Contrasted with the Long U and OO 86
Lesson 43: Sounds of AL, ALL and AIL - - - - - - - - - - - 87
Lesson 44: ER, IR and UR Contrasted with ERE, EAR and EER 88
Lesson 45: ER, IR and UR Contrasted with IRE and URE- - - 89
Lesson 46: Sounds of OU, OW and OUR - - - - - - - - - - - 90

Lesson 47: Short O Contrasted with the Long O Spellings OA and OAR- 91
Lesson 48: Sounds of OI, OY and OIL- - - - - - - - - - - - - 92
Lesson 49: Sounds of AU, AW, AUL and AWL - - - - - - - - - - 93
Lesson 50: Review- 94

APPENDIX A: A LESSON PLAN WORKSHEET - 97
APPENDIX B: A BRIEF BIBLIOGRAPHY- 98

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Martha A. Lane is Coordinator of Lutheran Church Women's Volunteer Reading Aides Program. She is responsible for LCW's adult literacy and ESOL (English for Speakers of Other Languages) efforts in Canada and the United States. She has been involved in ESOL work since 1969 and has taught English to refugees, migrants and immigrants in a variety of community ESOL and literacy programs. She has written extensively for adult new readers and new English speakers.

Her interest in both language and writing stems from college days. She majored in French at Whitworth College, Spokane, Washington, and holds a masters degree in magazine journalism from Northwestern University, Evanston, Illinois.

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May this handbook prove useful and enjoyable to you. Please share your comments, suggestions and questions about the materials. Write to:

Marti Lane, Coordinator
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Lutheran Church Women
2900 Queen Lane
Philadelphia, PA 19129

Additional general information and specific teaching resources can be obtained from agencies such as:

Lutheran Immigration and Refugee Service
Lutheran Council in the U.S.A.
360 Park Avenue South
New York, NY 10010
Toll free: 800-223-7656 or 7657
From New York State call collect: 212-532-6350

The Center for Applied Linguistics
3520 Prospect Street, NW
Washington, DC 20007
Toll free: 800-434-3701
202-298-9222

Lutheran Church Women has been involved in teaching English to speakers of other languages and teaching basic literacy skills to adult nonreaders since 1969. Each year we provide training for hundreds of women, men and young people who have volunteered to become Volunteer Reading Aides. LCW's aim is to provide help for those who need it most. We feel that tutoring is a very practical way in which we can share God's love with others. Thank you for being willing to help.

INTRODUCTION

Thousands of refugees and immigrants arrive in Canada and the United States each year. Some of them already speak some English but many need help in hearing, speaking, understanding, reading and writing English. A surprising number of newcomers, such as some from Laos or Haiti, cannot read and write in any language.

It is imperative that newcomers have an opportunity to begin studying English as soon as they arrive. You can help newcomers to learn English by carefully following the instructions in this handbook.

Please remember that this is just an introduction to teaching English to speakers of other languages. Whenever possible, volunteers should take a workshop on how to teach English to speakers of other languages. Also whenever possible, newcomers should take advantage of community English language classes in addition to one-to-one tutoring sessions.

We call this material "Emergency English" because we have tried to provide lesson outlines containing essential vocabulary and conversations (dialogues) on day-to-day topics that newcomers will find immediately helpful. We also have included tips for developing lessons from scratch, a special section of pronunciation lessons, and an annotated bibliography.

One of the most important features of this handbook is the background information about teaching a language and the characteristics of the English language. This information is provided especially for the volunteer who has never tutored before. We trust that it also will be helpful to experienced tutors and professional teachers. Please read this material carefully before you begin to teach.

Although this handbook may be used independent of or in addition to other teaching materials, we suggest that your students use The Emergency English Workbook. The Workbook contains reading and writing exercises correlated to every lesson outlined in this handbook, as well as 50 additional pronunciation lessons.

Your student also will find a good bilingual phrasebook invaluable, such as those available from the Center for Applied Linguistics.

If you will be working with persons who speak no English and who have had little or no schooling in their native language, we urge you to attend a workshop on how to use The Laubach Way to English materials.

For more information about The Laubach Way to English workshops and other workshops, please contact:

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1. THE TUTOR'S JOB

You're a Coach

Very few adults learn English as a new language just for the fun of it. They learn it out of necessity, for something very specific: to understand the boss at work, to tell the doctor how one feels, to ask for desired items in a store, to become responsible citizens of a new country as quickly as possible.

The tutor's job is similar to that of an athletic coach. You must assess each student's English language strengths and weaknesses, motivation, personal goals and learning styles. You must develop a game plan. Then you must coach and cheer your student on to victory.

The lesson outlines in this handbook are some suggested "plays". Your success as a coach will depend on 1) your careful study, preparation and adjustment of each lesson to meet your student's immediate needs and 2) your ability to relate to your student in a non-threatening, caring, friend-to-friend manner.

Some General Tutoring Hints

Speak distinctly but use your normal speaking tone and speed. Be patient. Repeat, repeat, repeat. (Students must hear and say each new word in English dozens of times before they will retain them.) Speak in complete sentences and insist that your student do likewise. This is essential in teaching correct sentence structure, verb tenses, and so on. Review often; review particularly difficult sounds and sentence structures. Keep a notebook of the words, sounds and sentence structures which trouble your student, so that you will remember to review them on a regular basis.

Since your student needs the practice in speaking English, not you, see that the student actually talks more than you do during the lesson.

If you use slang expressions and idioms (for example, "in hot water," "hung up," "turn over a new leaf") teach them as new vocabulary or explain them in words your student already understands.

Don't say, "Do you understand?" Instead, ask appropriate questions to check comprehension.

Don't say "no." Your encouragement must be continuous. "Good" or some other word of praise should be a frequently used word.

Always go from the known to the unknown, from the simple to the more complex. Whenever possible, use objects the student will recognize from his or her own culture.

Meet with your student at least twice a week, 1½ hours at a time. (This is the recommended time for adults. Children must have much shorter sessions.) Provide plenty of homework to encourage the student to use English between lessons. For example, leave a taped pronunciation lesson, send the student

into the community on a specific assignment, or telephone your student and just visit.

From time to time you will make a mistake. Immediately say so and correct yourself. To avoid mistakes, think very carefully about what you will say and how you will pronounce it before you begin — and study the lesson ahead of time.

Encourage your student to practice English outside of class: to listen to the radio, watch television (news programs are good), and look for just-learned words in street and store signs.

Always work to meet the student's immediate needs in English. For example, what basic words are needed at work? Teach such vocabulary several words at a time and review them systematically. Begin with the most basic and most concrete vocabulary words. If you are unfamiliar with the work-related vocabulary needed by your student, visit the student's place of work. Many employers will either provide a written list of things an employee should know or will at least describe the employees' work responsibilities to you.

Take a genuine interest in your student's country and culture. Try to do some reading and studying about the student's homeland. Your interest will mean a great deal to your student and will provide invaluable information to you.

Help your student adjust to North American culture by teaching about our social customs, the meaning of holidays, and some things about your immediate community (for example: locations of schools, the library, stores, phone numbers of police and fire departments).

Always teach English as an added skill—not as something to replace the student's native language.

More specifically, every lesson should emphasize listening, speaking, reading and writing—taught in that order. Begin by modeling the new words, sentences, phrases and sounds as the student just listens. Then the student repeats after you. Next, check the student's comprehension by asking questions. When the student can understand and say the new materials fairly well, he or she is ready to read it and write it.

Whenever possible, demonstrate the meaning of new words with actual objects and actions. If that is impossible, use pictures. Allow the use of a bilingual dictionary during class only if all else fails. However, it is very important that your student have access to both a good bilingual dictionary and a bilingual phrase book. Pocket-sized ones are especially handy. (See the bibliography for suggestions.)

Every lesson should, at the very least, contain the following:

dialogues: bits of commonly-used conversation ("Hi. How are you?" "Fine thanks.");

vocabulary: new words, usually introduced in a sentence (This is a book.);

sentence patterns: (also sometimes called "grammar" or "pattern drill" or "structure focus" or "sentence structure") opportunities for students to compare and contrast, practice and experiment with English sentence patterns (Who is this? What is this?);

pronunciation: drills to help students hear and say difficult sounds (bit, beat; hit, heat; fit, feat).

Whenever possible, use real-life experiences as part of the lesson. For example, if the lesson is on cooking, why not actually cook something? A lesson on how to use the phone ought to end in placing a phone call. A lesson on libraries might include visiting the library, applying for a card, and checking out a book.

A most important general quideline is this: enjoy yourself! That is the best way to be sure that your student will enjoy learning English.

Teach Culture Along With Language

"Although language may be the medium, culture is the message," says Robert C. Lafayette. "It is not only important that students be able to use correct linguistic elements but also that they use them at the proper time, in the proper place, and in the proper company."[1] Lafayette identifies a number of cultural objectives which are essential for anyone teaching English to newcomers. We suggest that you teach every lesson with these seven cultural objectives in mind:

1. to value different peoples and societies;
2. to recognize and/or interpret major geographical features of the new country;
3. to recognize and/or interpret major historical events pertaining to the new country;
4. to recognize and/or interpret major aesthetic monuments of the new culture, including architecture, literature and the arts;
5. to recognize and/or interpret everyday cultural patterns (shopping, shaking hands, marriage customs, for example);
6. to act appropriately in everyday situations; and
7. to use appropriate gestures.

Whether you are teaching a linguistic item or a cultural item, it is helpful to be able to go from the known to the unknown—from something familiar to the student, to the new information. To give you a starting place in becoming acquainted with your student's culture, we offer the following work list.

---

[1] Robert C. Lafayette, Teaching Culture: Strategies and Techniques, (Washington, DC: Center for Applied Linguistics. Prepared by ERIC Clearinghouse on Languages and Linguistics), p. 15

First gather the information about your student's language and culture. Then make notes about how you will teach this same information about English and North American culture.

1. name of student's language
2. name of student's native country
3. meals
   a. number of meals eaten daily
   b. times of meals
   c. which is the main meal
   d. foods generally eaten at each meal
4. gestures
   a. gestures used for formal greetings
   b. gestures used for informal greetings
   c. gesture used when asking for silence
   d. how approval is shown at concerts
   e. how approval is shown at meals
5. names
   a. some typical full names
   b. order in which the names are written (for example, is the family name written first or last?)
   c. how names and titles change when a person is married
   d. how names and titles change when a person is widowed
   e. how names and titles change when a person is divorced
6. holidays
   a. the names of three major holidays
   b. the dates of the same three major holidays
   c. how the same three major holidays are celebrated
   d. why the same three major holidays are celebrated
7. human-animal relationships
   a. common family pets
   b. common work animals
   c. are persons described with animal names or traits (for example, English speakers may say: "as clever as a fox," "as stubborn as a mule," "You turkey!")
8. numbers
   a. "lucky" numbers
   b. "unlucky" numbers
9. colors
   a. colors for happiness
   b. colors for mourning
   c. colors associated with each major holiday
10. time
    a. is a 12-hour clock or 24-hour clock used
    b. how the date (month, day and year) is written in full form
    c. how the date (month, day and year) is abbreviated
    d. the number and names of the seasons
    e. when one is invited to an event, when is the polite time to arrive (exactly at the time announced, half an hour before,

two hours later?)

11. family celebrations
    a. personal events celebrated (birthdays is a North American example)
    b. traditional family events celebrated

12. taboos
    a. subjects which should not be discussed
    b. gestures which are insulting or obscene
    c. actions which are not tolerated in public
       (for example, in North America children wear diapers or panties in public)

2. SOME CHARACTERISTICS OF ENGLISH

We take a Lot for Granted—and There's a Lot to Take

Many native English speakers know very little about their own language. The author's own lack of knowledge about her native language was harshly pointed out one unforgettable day in a high school Latin class. The teacher had become exceedingly exasperated with the entire class. Finally she slammed the Latin book down on her desk, looked at the class, then demanded, "How can I teach you Latin when you don't know anything about English?"

English is a language of approximately a million words. Because English has borrowed words from so many sources it contains more synonyms than other languages. It also gives us inconsistent spelling patterns!

Most English words are Anglo-Saxon in origin but many came from French, Greek and Latin. Everywhere English speakers (especially traders, missionaries and soldiers) traveled, they picked up words (for example: spool from Dutch, ketchup from Malay and Tet from Vietnamese).

In his fascinating book The Miracle of Language[2], Charlton Laird suggests that English speakers have four vocabularies: a speaking vocabulary (of perhaps a few thousand words), a writing vocabulary (approximately the same size as the speaking vocabulary), a reading vocabulary (perhaps a bit larger than the speaking and reading vocabularies) and a recognition vocabulary (very large, probably more than 100,000 words for most people). This handbook puts the most emphasis on teaching speaking and reading vocabularies.

Make Some Comparisons

The more you know about the student's language, the easier it will be for you to teach English. Try to find answers to the following questions before teaching your first lesson:

1. words and word order
   a. Do adjectives come before or after nouns?
   b. Is there any equivalent to the English a, an, the?
   c. How is the plural indicated?
2. the written form of the language
   a. Does the language use an alphabet, syllable signs or ideograms?
   b. In what directions is the language read and written?
   c. What punctuation marks are used?
   d. What spacing is used (between words, between sentences, none, etc.)?
3. the spoken form of the language
   a. Is the language tonal?
   b. What English sounds are not used in the student's language?

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[2] Charlton Laird, The Miracle of Language, (Greenwich, CT.: Fawcett Publications, Inc., 1965), pp. 226-227.

c. Does the language use tag questions ("It's a nice day, isn't it?" is a tag question)?[3]

Why Doesn't Their English Sound Like English?

Many students can say each individual sound in a word but when they say the entire word, they aren't understood. Many students can read and write sentences very well but when they speak or read aloud, their English doesn't sound like English. Often this is because the students don't know the English stress, rhythm and intonation patterns. English stress patterns in particular seem irregular and unpredictable to most non-English speakers.

You will need to teach your student how to: emphasize stressed syllables, de-emphasize unstressed words and syllables, organize words into correct "thought groups" and know when to run words together.

The following guidelines for teaching English stress patterns are drawn from Clifford H. Prator's Manual of American English Pronunciation.[4]

1. Accent most two-syllable words on the first syllable (Monday, paper, dinner).
2. Accent compound nouns on the first part (drugstore, sunshine, pancakes).
3. Accent compound verbs on the second part (undertake, outlast, overcome).
4. With words that can be either nouns or verbs, accent the noun on the first syllable and the verb on the second syllable (object, record, suspect).
5. In sentences, stress content words (nouns, most verbs, adjectives, adverbs), demonstratives (this, that, these, those), interrogatives (who, what, when, where, why, how) and words used for emphasis or special meaning.
6. Do not stress function words (articles, prepositions, conjunctions and most pronouns) or helping verbs (be, have, do, will, would, should, could, can, may, might, must).

---

[3]For more hints on what to compare and contrast, see Mary Finocchiaro, "A Checklist for Contrasting English with the Student's Native Language," Teaching English as a Second Language, (revised and enlarged edition), (New York: Harper & Row, 1969), pp. 363-367.

[4]Clifford H. Prator, Manual of American English Pronunciation, (New York: Holt, Rinehart & Winston, 1972), pp. 18-33.

3. HOW TO TEACH A LESSON

We suggest that every lesson contain six lesson segments, taught in the following order: new words, sentence patterns, dialogues, reading, pronunciation and writing.

Gather the Props

The first step in preparing a lesson is to read through the lesson carefully. Then begin gathering the props needed to teach it. Real objects, actions and sounds are always preferred. Use more than one example of each object. Also use a variety of shapes, sizes and colors. Props also may include photographs, sketches and drawings, audio cassettes and records, even radio and television program portions. The Oxford Picture Dictionary[5] is especially good to use with adults.

Teach New Words

Use the following three steps for teaching each new word. Review new words often. Please always teach the new word in a sentence, rather than teaching just the word. This will give students much-needed practice in saying English sentences from the very beginning.

Teach new words like this:

1. Say the new word in a sentence three times.
   The student listens.
2. Say the new word in a sentence three more times.
   The student repeats the entire sentence after you each time.
3. Ask a question to test the student's comprehension.
   The student answers the question.

Suppose you are teaching the word "pen" in Lesson 1. The three-step pattern will sound like this:

1. Tutor (holding up a pen, gesturing for the student to listen):

   "This is a pen.
   This is a pen.
   This is a pen."

   Student: (listens, says nothing)

2. Tutor (still holding up the pen, gesturing for student to repeat):

---

[5] E.C. Parnwell, Oxford Picture Dictionary of American English, Monolingual English Edition, (New York: Oxford University Press, 1978) Note: Some bilingual editions also are available. Write to the publisher for a catalog of materials.

"This is a pen."
Student: "This is a pen."

Tutor (holding up a different pen): "This is a pen."
Student: "This is a pen."

Tutor (pointing to another pen): "This is a pen."
Student: "This is a pen."

3. Tutor (pointing to any pen): "What is this?"
Student: "This is a pen."

Tutor: "Very good!"

Teach New Sentence Patterns

When you have taught the new words, you are ready to teach the new sentence patterns. They are taught generally as new words, except that the student says only the answers. For example, in Lesson 1, you would teach "Do you have a _____?" and the appropriate short response like this:

1. Tutor (pointing to student's pen and gesturing for the student to listen):

"Do you have a pen? Yes, I do.
Do you have a pen? Yes, I do.
Do you have a pen? Yes, I do."

Student: (listens, says nothing)

2. Tutor: "Do you have a pen?"
Student: "Yes, I do."

Tutor: "Do you have a pen?"
Student: "Yes, I do."

Tutor: "Do you have a pen?"
Student: "Yes, I do."

3. Check the student's comprehension of the sentence pattern by varying the question but using only known vocabulary words:

Tutor: "Do you have a book?"
Student: "Yes, I do."

Tutor: "Do you have a chair?"
Student: "Yes, I do."

Tutor: "Do you have paper?"
Student: "Yes, I do."

When the student has had considerable practice with the "yes" response, teach "No, I don't." with the same three steps.

Teach Dialogues

Dialogues are the "meat" of oral communication. Too often tutors will make the mistake of either skipping dialogues, or teaching them as meaningless memory exercises. Always teach at least one dialogue in a lesson. You may find it helpful to role play the dialogue with simple hand puppets or another tutor before asking the student to join in. Have the student practice both the correct actions and words.

It is important to teach different types of dialogues, as well as dialogues of varied lengths. The student, for example, needs to learn common greetings, how to ask or give directions, what to say in emergencies, how to ask for items in stores, how to pay compliments, how to use the telephone, even how to disagree in English.

Use these four steps to teach a dialogue:

1. Say the entire dialogue, both parts, three times. The student listens. (Be sure you say it exactly the same way all three times.)

2. Say each line three times. The student repeats each line after you each time.

3. You and the student each take a part. You begin the dialogue. (Repeat this step as needed, until student gains confidence and attains fluency.)

4. Switch parts. The student begins the dialogue. (Repeat this step as needed.)

This is how teaching a dialogue should sound, using the above four steps.

1. Tutor (pointing to the clock and gesturing for the student to listen):

   "What time is it?
   It's 9:15.
   Thank you.

   What time is it?
   It's 9:15.
   Thank you.

   What time is it?
   It's 9:15.
   Thank you."

   Student: (listens, says nothing)

2. Tutor: "What time is it?"
   Student: "What time is it?"

Tutor: "What time is it?"
Student: "What time is it?"

Tutor: "What time is it?"
Student: "What time is it?"

Tutor: "It's 9:15."
Student: "It's 9:15."

Tutor: "It's 9:15."
Student: "It's 9:15."

Tutor: "It's 9:15."
Student: "It's 9:15."

Tutor: "Thank you."
Student: "Thank you."

Tutor: "Thank you."
Student: "Thank you."

Tutor: "Thank you."
Student: "Thank you."

3. Tutor: "What time is it?"
Student: "It's 9:15."
Tutor: "Thank you."

Tutor: "What time is it?"
Student: "It's 9:15."
Tutor: "Thank you."

4. Student: "What time is it?"
Tutor: "It's 9:15."
Student: "Thank you."

Student: "What time is it?"
Tutor: "It's 9:15."
Student: "Thank you."

Teach Reading

Reading skills are needed by the student to carry on everyday tasks. Reading and writing exercises also are excellent ways of reinforcing new words and sentence patterns.

Some students have never learned to read or write in any language. They will require special help. Others read languages which use ideograms (such as Chinese or Japanese), syllable signs (Cree, Ojibwa), non-Roman alphabets (Russian, Arabic, Lao), or modified versions of the Roman alphabet (Vietnamese, Kpelle). Spanish and French, like English, use much less modified versions of the Roman alphabet.

All reading and writing lessons must be adapted to the student's past literacy experience as well as to immediate needs and interests.

The most beginning students especially will benefit from 1) a "picture-dictionary" technique of reading vocabulary words and 2) a reading text in which both vocabulary and sentence patterns are strictly controlled.

The following steps (illustrated with examples from Lesson 1 of The Emergency English Workbook) may be used to teach virtually any type of reading material. In each step the student is expected to read aloud.

1. Use pictures to teach new words. First, you ask about the picture. The student answers your question in a sentence. (This insures that the student remembers the word from the oral part of the lesson.) Then read the word(s) accompanying the picture to the student and ask the student to read the words after you.

a pen

Tutor (pointing to picture): "What is this?"
Student: "This is a pen."

Tutor (running one finger from left to right under words): "Please read, 'a pen'."
Student: "a pen."

Note: You may have to help some students read each word several times at first.

2. Review new words by asking the student to read all the words again. Refer to the pcitures only when necessary. (Review after every six or eight words. Then review the entire page.)

3. In teaching textual material, read each new sentence pattern to the student the first time it appears. (Again run one finger from left to right, under the sentence, as you read.) Then ask the student to read the sentence. Repeat two or three times, if necessary.

4. In the sentences or paragraph just read, help the student to correct pronunciation errors.

5. Student reads all the sentences or the entire paragraph again, unassisted.

6. The student reads the entire page unassisted.

For example, begin to teach the first paragraph of page two in The Emergency English Workbook like this:

Tutor (running a finger under first sentence): "This is a pen. Please read."
Student: "This is a pen."

Tutor (running a finger under second sentence): "Please read."
Student (glancing at picture and word clue if necessary):
"This is a book."

Tutor (running a finger under next sentence): "Please read."
Student: "This is a pencil."

In teaching the reading of English, be sure to stress the directions we read: left to right, top to bottom. Do not limit students' reading exercises to textual material. Give them lots of practice in reading signs, forms, charts, books with special formats (phone books, address books, catalogues, cookbooks), newspapers, magazines, schedules, tickets and so on.

As soon as students begin to read English with some confidence, check their comprehension by 1) asking questions about what they just read or 2) asking questions for which they must read to find the answers.

Teach Pronunciation

Set aside at least one specific time in every lesson to help students with the sounds of the English language. Sounds to be studied are included in each lesson outline in this handbook. For example, in Lesson 1, the English sounds to be studied are the most common sounds for the letters, p, b, c, t. Do not let the student see the list of pronunciation words in the lesson outline. Instead teach the pronunciation in the following way:

1. Write the letters representing the sounds to be studied on the board or on a scratch paper. Print them in lower case, spread far apart.

2. Point to the first letter. You say the sound several times, then quickly read the sample words. The student listens. (The sample words are found only in this handbook, in the lesson outline.)

3. Say the sound several times. This time the student repeats the sound each time.

4. Read each word in the group again, asking the student to repeat each word after you. Say the words quickly and in your normal tone of voice.

NOTE: Repeat steps 2, 3 and 4 until all sounds and words have been practiced. Then go on to:

5. Say words at random, from any and all groups. After you say each word, the student says the sound and either points to or writes the letter which represents that sound.

Some students benefit from seeing the words used in the pronunciation exercise. This is especially true when the words reinforce the most regular spelling patterns of English. All students benefit from additional pronunciation drills. For these reasons, 50 additional pronunciation lessons are provided

in Chapter 5 of this handbook. The 50 lessons, called "Some Sounds of English," also appear in their entirety in the student's book, The Emergency English Workbook. Directions for teaching these lessons are found at the beginning of Chapter 5. Please note that they are deliberately taught in a different manner than the pronunciation lessons just discussed.[6]

Whenever you teach pronunciation, teach your pronunciation patterns. The student needs to understand and be understood by people in his or her community. Allow for regional variation even when it is in apparent conflict with this and other texts or workbooks. This means, for example, that some tutors will teach that w has a different sound than wh. Other tutors will teach that w and wh make exactly the same sound. Both groups of tutors will be correct if they are teaching what is correct for their region.

Finally, keep in mind that the teaching of individual sound-letter relationships is only a small part of teaching English pronunciation. Take time to help students improve their pronunciation of phrases and sentences, too. Do this in every lesson.

Teach Writing

Every lesson, regardless of the student's previous literacy experience, should include a writing lesson. It should always be based on sounds, words and sentence patterns studied earlier in the lesson. The writing lessons must be tailored to each student's abilities and needs.

As with reading, there are some general types of writing skills to teach. Begin with manuscript writing (printing). Teach the lower case alphabet, then capitals. Teach left to right and top to bottom as English writing directions. As soon as a student can print the alphabet well, introduce cursive writing. Give students practice in writing individual letters and words, then sentences. Also give practice in specialized forms of writing (checks, addresses and phone numbers, shopping lists, to name a few).

If a student is illiterate in his or her own language, great patience and care must be taken with the writing portion of the lesson. Provide lined practice paper and several pencils equipped with erasers. Show by example how to hold the pencil and position the paper.

In the first writing lesson, help the student practice printing straight lines, circles and parts of circles. Then help the student practice printing the lower case letters of the alphabet. Most important, teach your student to print his or her own name.[7]

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[6] See the section of the bibliography titled "Pronunciation Aids" for additional resource suggestions. The bibliography is found in Appendix B.

[7] The Laubach Way to English is designed specifically to teach English literacy skills to illiterate students and students having no previous experience with the Roman alphabet. The series does an excellent job of teaching writing skills in manageable amounts. See the bibliography for a further description of The Laubach Way to English.

Writing usually will be more difficult than reading even for literate students, so please be patient. Some helpful steps to remember in teaching writing are:

1. Ask students to write only words or sentences they previously have heard, said and read.

2. For beginning writers of English, you should write the first letter, word or sentence asked for in an exercise. Then ask the students to copy it. (Copying is a valuable exercise for anyone using the Roman alphabet for the first time.)

3. Let students complete each writing exercise unassisted as much as possible. Watch carefully for mistakes and misunderstandings. But do not correct them at this point.

4. Ask students to read aloud what they have written. If they do not see their mistakes, correct them at this time.

5. When feasible, ask come content questions, to be sure that the students understand what they have written.

6. Ask students to read aloud the entire writing exercise, including the instructions, once more. This step gives them an extra opportunity to practice reading with fluency.

Take Field Trips

"People learn features of a language best if they use those features immediately for their own purposes, "Earl Stevick cautions.[8] The vocabulary and subject matter in Emergency English have been chosen with immediate usefulness in mind. But more is needed. Students need to 1) role play community life skills with their tutors; 2) go on trips into the community with their tutors and/or other students and 3) be given assignments which they can carry out independently in the community.

All three types of activities can and should be done beginning with the earliest lessons. For example, role play as many dialogues as possible. One dialogue from Lesson 2 is:

"Please come in."
"Thank you."
"Please sit down."
"Thank you."

Teach the dialogue according to the four steps presented earlier. In addition, act it out. Knock on a door. Have the student invite you in. Teach the student how to gesture to a chair while saying, "Please sit down."

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[8] Earl W. Stevick, Adapting and Writing Language Lessons, (Washington, DC: Foreign Service Institute, 1971), p. 29

An example of a more difficult role playing opportunity is in Lesson 9. Here you can role play an interview, asking personal information questions.

Field trips into the community do not have to be long or complicated to be valuable. For example, students learn table-related vocabulary words in Lesson 2. The field trip after that lesson could be to a department store, to look at displays of silverware and dishes. The tutor could review the vocabulary by pointing to the different items and asking simply, "What's this?"

In Lesson 6, students study shopping. Together study food ads in the paper, then have the student accompany you on a brief trip to the grocery store.

One of the most useful things you can do is to give students practical and interesting assignments to carry out in the community independently of you. Try to give one such assignment every week. Base the assignments on your student's abilities and needs. For example, a useful assignment for a new student living in a city would be: "Please go for a walk. Look for street signs. Write the names of five streets near your home. Bring the street names to the next lesson."

Suppose you had just taught the lesson on shopping. You could give the student some money and ask her or him to buy something very specific such as "a pound of bananas" and to bring the bananas and change to the next lesson.

After teaching the lesson on telephones, ask the student to 1) call you from home, 2) call the bus station and ask about the arrival time of a specific bus and 3) call information to get a specific number. (You would need to make similar calls to the bus depot and to information, so that you would know if the student's information is correct.)

4. HOW TO WRITE A LESSON

The Case of Too Much Hamburger

One of the author's earliest tutoring experiences involved working with a serviceman's new wife who spoke almost no English. The student was trying very hard to learn English and to adopt to her husband's North American food preferences. After just a few lessons the husband called the tutor. "Will you please teach my wife some more food vocabulary right away," he said. "I'm getting sick and tired of hamburgers! It's all she knows how to ask for at the store."

There will be many times (usually when you least expect it!) when the student needs a lesson on a subject for which you have no prepared materials. Don't panic. It is essential to meet that immediate need. At the same time, use the opportunity to its fullest advantage for a well-rounded English lesson. In other words, you still need to enable the student to hear, say, read and write material on the new subject. Use the worksheet in Appendix A as a guide as you develop your lesson.

How to Write a Lesson from Scratch

Begin by making a list of vocabulary words. Write down only ones you consider to be absolutely essential. You may find it helpful to group the words by parts of speech and by subject category. Keep your list of new words to 20 or less.

Second, what dialogues will the student most likely hear? Write down one or two. Then say them out loud. Do they sould natural? If not, adjust them until they do.

Next, decide what new sentence patterns the student will need to understand. Write them down. Four will be plenty. Suppose that a student will be going to work for the first time tomorrow. Regardless of the type of job, the student probably will need to understand these types of imperative sentences: 1) Do not (verb) the (direct object). 2) (Verb) the (direct object).

Fourth, gather your props. Make them as realistic as possible. Use the vocabulary list and the dialogues as a guide to what you'll need. For example, if you are teaching a man who will use a time clock for the first time tomorrow, make one out of cardboard, complete with slot, so he can practice punching in and out.

What will your student need to read? In the above example, he may not have to read "time clock" but will be expected to understand such signs as "No Smoking" and "Keep Out."

The writing lesson should be correlated to the reading lesson. Many students will remember signs and other key words better if given the opportunity to copy them. Be sure that the student practices writing anything which will be expected of him. The man may only need to sign his time card at work. The reading and writing lessons need not be long. They do need to teach the essentials required immediately.

Look at everything you've written down, then choose two sounds on which to base a pronunciation lesson. The sound should be ones used in sever of the new words. Suppose you have prepared a lesson for a factory worker. This would be a useful pronunciation exercise:

u	i
lunch	lynch
punch	pinch
bun	bin
hum	him
rush	in
up	it

The words lunch, punch, rush, bin, in, it and him might be ones the student will hear on the job. The others give him additional practice in distinguishing sounds. When possible use some minimal pairs (lunch-lynch, for example).

Often a Re-write Job Will Suffice

There is an even simpler way to make a lesson fit your student's needs. Choose an already prepared lesson, leave the framework intact but switch vocabulary words and localize or personalize the material as needed.

For example, look at "Lesson 13: Going Places." (see pages 98-100 in The Emergency English Workbook and page 31 in this handbook.) Suppose that your student lives in Winnipeg and needs to take a plane trip to The Pas. You can quickly prepare a lesson to meet that immediate need.

First take out vocabulary words such as train and bus and station and insert what you need: plane, airport, and so on. Instead of a map of Philadelphia, use a map of Manitoba. Instead of reading bus and train schedules, the student will read plane schedules. Don't bother to change the pronunciation lesson. Often you will not need to change the sentence patterns taught.

The first few times you try to write or rewrite a lesson may be difficult. With a little practice, however, you'll be able to put together a practical, well-rounded lesson in about half an hour. Save all the lessons you write for your present student. You or other tutors might want to use them with someone else.

5. TWENTY-FIVE LESSON OUTLINES

LESSON 1: GETTING STARTED

New Words and Sentence Patterns

pen
pencil
paper

book
table
chair

name

milk
tea
coffee
water

cup
glass

on
at

yes
no

study
read
write
please

This is (a) _____.
What is this?

Do you have (a) _____?
Yes, I do.
No, I don't.

The _____ is on the _____.
The _____ is at the _____.
Where is the _____?

This is a (cup/glass) of _____.
What is this?

Do you have a (cup/glass) of _____?
Yes, I do.
No, I don't.

Props Needed: objects listed in word list
nametags for every student and teacher (print)
Oxford Picture Dictionary pages 18, 20, 30

Dialogues

My name is _____.
What's your name?
My name is _____.

Do you speak French?
Yes, I do.
No, I don't.

Do you speak English?
Yes, I do.
No, I don't.

Pronunciation

p	b	c	t
pencil	book	cup	tea
paper	back	coffee	table
pen	bathroom	cab	top
parents	bus	cash	tax
pound	bank	cook	time
pain	baker	curtain	teacher
post	before	carpet	ticket
parking	buy	call	taxi
package	building	car	telephone
police	bedroom	cold	town

The Emergency English Workbook Assignment: pages 1-9

LESSON 2: TABLE TALK

New Words and Sentence Patterns

dish	bread
plate	rice
knife	meat
fork	
spoon	pineapple
chopsticks	orange
napkin	grapes
	apple
Mr.	fruit
Mrs.	
Ms.	juice
Miss	
	please
	thank you

This is a/an _____.
What is this?

This is _____.
What is this?

These are _____.
What are these?

The _____ is/are on the _____.
Some _____ is/are on the _____.
Where is/are the _____?

I have some _____.
I have a _____ of _____.
What do you have?

Props Needed: objects listed in word list
Oxford Picture Dictionary pages 20, 30, 61, 63

Note: Since you should actually set a table for this lesson, why not serve some juice or tea and cookies?

Dialogues

This is _____.
I'm pleased to meet you.

Please come in.
Thank you.

Please sit down.
Thank you.

Pronunciation

f	m	ch	n
fork	meat	chair	napkin
food	milk	chest	no
fish	my	children	name
for	middle	change	number
family	many	cheerful	need
father	mile	check	next
five	month	charge	not
feet	may	church	nickel
fever	mother	cheese	nurse
fine	me	child	noon

The Emergency English Workbook Assignment: pages 10-19

LESSON 3: FOOD

New Words and Sentence Patterns

food	some
group	every
	each
onion	
corn	in
carrots	with
beans	from
vegetables	or
dairy	other
ice cream	
cheese	eat
	drink
banana	like
	have
a hamburger	keep
fish	include
nuts	
egg	numbers
	0 - 30

These are _____.
What are these?

I/we eat (with) _____.
What do I/we eat/eat with?

I/we drink (from) _____.
What do I/we drink/drink from?

_____ is what we _____.
What is _____?

_____, _____ and _____ are _____.
What are _____, _____ and _____?

Keep _____ in the _____.
You can keep some _____ in the _____.

There is/are _____.

The _____ includes _____, _____ and _____.

Props Needed: objects listed in word list
buttons, pennies, or toothpicks to teach numbers 0-30
nutrition posters, especially of the 4 food groups
Oxford Picture Dictionary pages 20, 30, 61, 63, 64

Note: Many people from other lands need extra help in knowing how and where to store food. Please help them, especially with how to use a refrigerator.

Dialogues

Would you like some tea?
Yes, please....Thank you.

What's this?
Orange juice.
Where should I keep it?
In the refrigerator.

Do you like _____?
Yes, I do.
No, I don't.

Pronunciation

/ū/	/ē/	/s/	/-z/
food	eat	six	is
fruit	each	say	his
noon	meal	sad	cheese
do	even	see	eggs
you	meat	sue	vegetables
to	be	sick	does
group	keep	sit	hands
who	feet	some	beans
loom	heat	sock	has
room	piece	seven	meals

The Emergency English Workbook Assignment: pages 20-28

LESSON 4: TELLING TIME

New Words and Sentence Patterns

clock
watch

hour
minute

day
morning
noon
afternoon
evening

o'clock
quarter after
half past
quarter of(to)
minutes to
minutes after

breakfast
lunch
dinner

a.m.
p.m.

get up
go to bed

alphabet
letters
small
capital

31 - 100

I
you

It's _____(time)_____.
What time is it?
When is _____?

I _____ at _____.
When do you _____?
Where do you _____?

I am _____.
You are _____.

I have _____.
What do you have?

_____(Name)_____ _____(verb)_____ at _____(time)_____.
When does _____(name)_____ _____(verb)_____?

There are _____(number)_____ _____ in a/an _____.
How many _____ are in a/an _____?

Props Needed: clocks, watches, cardboard clocks (digital and 12-hour)
large, manuscript charts of the alphabet in small, capital letters
Oxford Picture Dictionary pages 64-66, 70

Dialogues

What time is it?
It's _____.
Thank you.

When do you _____?
At _____ o'clock.

Pronunciation

w	wh	t	(unvoiced) th
work	what	time	Thursday
week	where	Tuesday	think
will	when	to	three
would	why	tall	thank you
wear	which	take	thirteen
we	whether	telephone	thirty
waiter	while	tax	thought
went	white	town	thing
wish	where's	today	thick

The Emergency English Workbook Assignment: pages 29-34

LESSON 5: MONEY

New Words and Sentence Patterns

money
change

some
any

penny
nickel
dime
quarter
half dollar
dollar
cent

price
tax

U.S.
Canadian

Do you have any/some _____?
Yes, I do.
No, I don't.

What's this?
It's a _____.

This is _____(amount)_____.
How much is this?

_____ has _____.
How much does he/she have?

Props Needed: $5 - $10 in coins and bills
some ads or store receipts indicating sales tax as well as prices

Dialogues

Do you have change for a dollar?
Yes, here you are.
Thank you.

Do you have change for 5 dollars?
No, I don't. Sorry.
Thanks, anyway.

How much is this?
It's $1.95 (one ninety-five or a dollar ninety-five).
Does that include tax?
Yes.

Pronunciation

n	g	qu	h
nickel	goodbye	quarter	half
no	gallon	quart	hot
nine	gas	question	house
ninety	go	quite	hospital
night	given	quiz	hand
number	going	quest	hurt
nineteen	get	quick	headache
not	gum	quack	hamburger
nursery	good	quake	happy
name	got	quilt	hungry

The Emergency English Workbook Assignment: pages 35-40

LESSON 6: SHOPPING

New Words and Sentence Patterns

quart	shopping cart	
bag	scale	
jar	grocery store	
	ad (advertisement)	
slice		
loaf	look	
bunch	shop	
	get	
dozen	buy	
ounce	pay	
pound	cost	
kilogram	give	
	put	
chicken		
	some other things	

_____ gets/buys a _____ of _____.
What does _____ get/buy?

This is a _____ of (noun).
What is this?

Does _____ buy any _____?
Yes, he/she does.
No, he/she doesn't.

_____ costs _____ a _____.
A _____ of _____ is (price) a _____.
For (amount) you can buy _____.
How much does a _____ of _____ cost?
How much is a _____ of _____?

Props Needed: $5 - $10 in change, including coins and bills
some food ads, grocery store receipts, shopping bags
objects listed in word list
Oxford Picture Dictionary pages 20, 36, 62, 63, 67, 72, 73

Dialogues

Where are you going?
To the grocery store.
What are you going to buy?
Some milk and eggs.
Do you want to come with me?
No thanks.

How much is this bunch of grapes?
$1.23.
Thank you.

Pronunciation

b	p	sh	pr
buy	pay	shop	price
bananas	pick	shelf	pretty
big	pack	ship	project
but	packet	shirt	practice
be	pair	shoes	praise
back	police	short	preach
butter	pineapple	shut	prepay
best	pen	shower	prefer
bite	paper	shingle	president
bunch	pan	shadow	prime

The Emergency English Workbook Assignment: pages 41-46

LESSON 7: COOKING

New Words and Sentence Patterns

shopping list	applesauce
recipe	sifter
	butter
girl	flour
kitchen	salt
stove	pepper
oven	peanut butter
pan	candy
bowl	sugar
measuring spoon	
measuring cup	tablespoon
	teaspoon
good	milliliter
hot	pint
big	
	1
measure	3/4
beat	2/3
make	1/2
cook	1/3
add	1/4
cut up	
turn on	with
turn off	into

This is (number) (measurement) of (noun) .
How much (noun) is this?

Put the _____ in a/the _____.
Where do I put the _____?

He/she (verb) the _____.
Who (verb) the _____?

Props Needed: objects in word list
Oxford Picture Dictionary pages, 30, 64, 66, 69, 73, 76

Dialogues

Where is Mary?
She's in the kitchen.
What is she doing?
Cooking.

Please turn on the oven.
Ok. How hot do you want it?
350°
It's on.
Thank you.

Pronunciation

s	z(s)	i	o
puts	pans	this	on
cups	spoons	is	hot
cooks	turns	sifter	pot
likes	liters	kitchen	got
pints	apples	in	sock
quarts	vegetables	it	not
peanuts	bowls	inch	lock
shuts	ovens	if	mop
beats	words	mix	top
cuts	girls	fit	lot

The Emergency English Workbook Assignment: pages 47-53

LESSON 8: DAYS, MONTHS, YEARS

New Words and Sentence Patterns

Sunday	calendar	today
Monday	week	birthday
Tuesday	month	birth date
Wednesday	year	date
Thursday		
Friday	first	address
Saturday	middle	city
	next	street
January	last	state
February		province
March	second	postal/
April	third	zip code
May	fourth	telephone
June	fifth	
July	sixth	work
August	seventh	school
September	eighth	church
October	ninth	visit
November	tenth	
December	eleventh	go
	twelfth	
children	thirteenth	many
people	fourteenth	about
	fifteenth	

_____ is the first/next/last _____.
What is _____?
What is the first/next/last _____?

There are (number) _____ in _____.
How many _____ are there in _____?
How many _____ are in this _____?

On (day), _____ will go to _____.
When will _____ go to _____?
Where will _____ go on _____?

What _____ is this?
It's _____.

Props Needed: several types of current calendars
Oxford Picture Dictionary pages 22, 70, 75

Note: due to length of lesson and difficulty of learning ordinal numbers, this lesson may require several sessions for completion.

Dialogues

What day is this?
It's _____.
Thank you.

What is the date?
It's _____.

When is your birthday?
It's _____.

When were you born?
In _____.

Pronunciation

r	sh	fr	fl
register	she	from	floor
restroom	should	front	flap
run	shoes	free	flip
ruler	shirt	friends	flashlight
right	short	fruit	fleet
room	shape	frost	flight
rent	shoot	friendly	flipper
rude	show	frown	flock
rice	ship	frying	floor
red	shut	frog	flower

The Emergency English Workbook Assignment: pages 54-62

LESSON 9: FAMILIES

New Words and Sentence Patterns

family	age	page
	country	
father	U.S.	yourself
mother	Canada	
parents		birthplace
	employer	country
daughter	job	social security/
son	occupation	insurance number
	student	another
brother	housewife/	again
sister	homemaker	little
	policeman	new
man		
woman	present	live
boy	previous	
	now	form
husband	before	fill out
wife		ask
		work hard
married		print
home		as much as

My _____ is _____.
What is your _____?

I have (number) _____.
How many _____ do you have?
What do you have?
Do you have any _____?

Are you a _____?
Yes, I am.
No, I'm not.

I'm from _____.
Where are you from?

Props Needed: map of North America, student's homeland
sample of uncomplicated application forms
pictures of your student's families
Oxford Picture Dictionary pages 6, 7, 16, 54, 55, 71

Dialogues

What's your name?
My name is _____.

Last name? (Family name)
_____.
First name? (Given name)
_____.
Middle name?
_____.
I don't have a middle name.

How old are you?
I'm _____ years old.

Pronunciation

d	t	s	f
daughter	two	son	family
dollar	ten	sister	father
dinner	tax	say	four
dime	time	six	five
down	town	seven	food
door	table	sign	fish
dentist	tea	sad	far
day	teacher	sell	feel
doctor	today	sick	fine
deposit	tired	sore	for

Oxford Picture Dictionary Assignment: pages 63-73

LESSON 1C: MEASURING THINGS

New Words and Sentence Patterns

inch	her	degrees
centimeter	his	Fahrenheit
		Celsuis
yard	measure	
meter	weigh	height
	tell	weight
mile		
kilometer	tall	printing
	long	cursive writing
liter	wide	sign
quart		
	hot	something
pound	cold	
kilogram		car
	fast	truck
ruler	speed	bus
scale		
thermometer	inch	abbreviations
speedometer	foot	
temperature	feet	heavy
	yard	light

I need (amount) of _____.
How much _____ do you need?

I have _____.
How much _____ do you have?
How many _____ do you have?

This weighs/measures _____.
How much does this weigh?
How (dimension) is this?

_____ equals _____.
What equals _____?
What is the same as _____?
Use _____ to (verb) _____.

Props Needed: measuring spoons & measuring cups
yardstick and a ruler
different sized containers (pint, quart, etc.)
a bathroom or kitchen scale
Oxford Picture Dictionary pages 14, 15, 69, 70

Note: It is important that the student actually measure things in this lesson. But be sure the student also has ample opportunity to practice saying the words and sentence patterns.

Dialogues

How long is 1 foot?
It's 12 inches long.
It's 30 centimeters long.

What's the speed limit?
55 miles an hour.
90 kilometers an hour.

How much milk do you have?
1 quart.
1 liter.

Pronunciation

i	y	p	c
inch	yard	pound	cup
is	you	put	can
it	yes	pay	cook
include	year	paper	color
it's	yesterday	pencils	coat
inside	yards	pen	cab
isn't	your	package	card
in	years	post	coffee
inches	yet	pint	cash
including	young	penny	call

The Emergency English Workbook Assignment: pages 74-85

LESSON 11: DOWNTOWN

New Words and Sentence Patterns

map	area	Where is the _____?
	mile	It's (number) blocks from here.
house	block	It's (direction) of here.
apartment	sign	It's (direction).
building	avenue	
	street	Is this the _____?
north	boulivard	Yes, it is.
south	directions	No, it isn't.
east		
west	store	_____ lives on/at _____.
	drugstore	Where does _____ live?
	dress shop	
want	gas station	_____ lives on/at _____.
visit	police station	So does _____.
	post office	
up	bank	
down	hospital	
left	library	
right		
straight ahead		
behind		
beside		

Props Needed: commercial and homemade maps of the immediate area
pictures of a post office, bank, hospital, etc.
examples of common street signs, building signs
Oxford Picture Dictionary pages 5, 14-22, 39, 50, 76, 77

Note: Spend several sessions on this subject, so that you can take field trips to the post office, a bank, a hospital (or to another place, depending on student's needs).

Dialogues

Where is the post office?
Down this street, on the left.
Thank you.

Where is the bank?
Straight ahead, on the right.
Thank you.

Where is Pennsylvania?
It's in the East.

Pronunciation

ē	w	b	st
east	west	bank	stop
evening	was	building	station
ears	wallet	buses	stamps
eat	wait	back	student
eating	walk	by	stomach
even	well	bicycle	stove
easy	want	but	step
each	work	bake	stick
eve	water	best	stock
eel	will	book	stuck

The Emergency English Workbook Assignment: pages 86-92

LESSON 12: MAPS

New Words and Sentence Patterns

state/province
territory
continent
world

Greenland
Canada
The United States
Mexico
North America

all

names of the states
names of the provinces

_____ is (direction) of _____.
Where is _____?

This is _____.
What state/province/country is this?

(Imperative) _____ the _____.
What shall I do?

Props Needed: maps of your state/province, country
Oxford Picture Dictionary pages 5, 6, 7

Dialogues

Where are you from?
From _____.

Where do you live now?
In _____.

What's the abbreviation for _____?
It's _____.

Pronunciation

m	n	ā	ē
map	nap	state	exit
month	not	place	rent
March	no	stay	enter
mat	new	tray	left
Miss	north	say	Texas
meat	nuts	pay	west
Minnesota	nothing	take	Edward
Michigan	night	sale	pet
Mr.	noon	April	set
Manitoba	nod	chair	every

The Emergency English Workbook Assignment: pages 92-97

LESSON 13: GOING PLACES

New Words and Sentence Patterns

bus	ticket	I want a ticket to _____.
train	schedule	
bicycle	driver	Where is the _____ station?
	stop	It's _____.
this	station	
that		When is the next bus to _____?
a	leave	It leaves at _____.
the	arrive	
		Do you have a _____ schedule?
northbound	sometimes	Yes, I do.
southbound	always	No, I don't.
route		
	show	When does the _____ leave?
	tell	It leaves at _____.
	free	When does the _____ arrive?
	cost	It arrives at _____.

Props Needed: local bus and train schedules to give to students.
Oxford Picture Dictionary pages 38-44

Note: After teaching this lesson, go on some short trips with your student via local transportation.

Dialogues

Where are you going?
I'm going to work.
I'm going shopping.

Do you know how to get there?
Yes, I do.
No, I don't.

How are you going there?
I'm going by bus.
I'll take a taxi.
I'm going to walk.
I'm riding my bike.

Pronunciation

ī	st	u	wh
arrive	stop	bus	when
bicycle	station	does	where
by	stay	come	what
time	student	money	whether
driver	stove	but	which
nine	street	cup	whiskers
fine	store	color	whistle
my	stamps	gum	whatever
night	state	just	
price	still	mother	

The Emergency English Workbook Assignment: pages 98-100

LESSON 14: QUESTION WORDS

New Words and Sentence Patterns

bed
airplane

because
later
before
after

Halloween
Christmas

feel
feeling
sick
well

ask about
speak
learn

reason
amount

person
place

homework

way (how to)

Use _____ when asking about _____.

Write (number) questions using _____.

Why is/are _____ _____?
Because _____ (several word answer) _____.
_____ says, "(verb) your (noun)."

Props Needed: Oxford Picture Dictionary pages 32, 44

Dialogues

Do you have any _____?
  Yes, I do.
How many do you have?
  I have (number).

Where is the _____?
  It's in/on the _____.
Thank you.

What are you doing?
  I'm _____.
Why?
  Because (several word answer).

Pronunciation

c	b	f	h
corn	bananas	food	ham
carrots	beans	fish	hit
cup	buy	for	head
come	bus	fine	hand
case	butter	family	hello
can	big	fill	how
cook	bake	feel	hi
cold	belt	fun	hush
color	book	fast	hall
car	bed	five	hope

The Emergency English Handbook Assignment: pages 101-107

LESSON 15: USING THE TELEPHONE

New Words and Sentence Patterns

here
there

cord
receiver
dial
push button

ambulance
robbery
accident
police
doctor
hospital
fire
fireman
operator
emergency

instead of
another

alphabetical order

telephone book
telephone booth
home phone number
office phone number

front
back

message
wrong number
busy
no answer

local
long distance

ring
obtain
be sure
call
send

Do you have a _____?
Yes, I do.
No, I don't.

What's this?
It's a _____.

The area code for (place) is (number ___.
What's the area code for _____?

There is a _____ at/on/in/by _____.
Where is a _____?

Props Needed: telephone book
telephone
some coins with which to demonstrate calls from pay phones.
Oxford Picture Dictionary pages 15, 16, 17, 21, 28

Dialgoues

Hello?
  Hello. Is Jim there?
I think you have the wrong number.
  Excuse me. Goodbye.
Goodbye.

What is your telephone number?
  My phone number is _____.
  I don't have a telephone.

Fire department.
  This is an emergency. There is a fire at (address) _____.
We'll be there right away.

Pronunciation

ī	ē	ō	x
last	set	post	taxi
look	yes	phone	tax
leave	cent	home	box
lunch	medicine	code	backs
love	met	don't	fix
large	west	throat	fox
line	tell	boat	mix
law	seven	coat	relax
little	get	no	wax
late	nest	go	socks

The Emergency English Workbook Assignment: pages 108-116

LESSON 16: IN THE HOUSE

New Words and Sentence Patterns

house
room
kitchen
living room
dining room
bedroom
bathroom
porch
stairs
upstairs
downstairs
big
little

bed
TV/television
lamp
picture
plant
sofa
rug
picture
chest of drawers
dresser

inside
outside
over
by
up
down

window
curtains

stove
sink
cupboard
refrigerator

door
floor
wall

across
puzzle (crossword)
carefully

faucet
handle
mirror
towels
medicine cabinet
toilet
bathtub
sink

screwdriver
wrench
washer
nut
screw

fix
take apart
put together
shut off
remove

What is this?
It's _____.

Where's _____?
It's _____.

Who is this?

What's on the _____?
What's in the _____?
Who's in the _____?

Where did you put the _____?
I put it _____.

(Verb) the _____.
(Verb) the _____ and the _____.

Props Needed: some familiar objects with which to demonstrate the prepositions and place expressions
basic home tools, faucet, washer, screws, nuts
Oxford Picture Dictionary pages 26, 28-30, 32, 33, 76

Dialogues

Where's my book?
  It's here/there.
Thank you.

Excuse me. Where's the bathroom?
  It's upstairs/downstairs/over there.
Thank you.

Where's _____?
  He/she's in the _____.
Thank you.

Pronunciation

l	i	b	u
left	in	book	up
last	is	bedroom	upstairs
look	it	bathroom	unkind
leave	inside	between	upset
large	isn't	boat	undo
like	inches	back	us
letter	it's	bank	upon
lamp	include	bat	under
late	if	bike	unto
loaf	into	best	unknown

The Emergency English Workbook Assignment: pages 117-129

LESSON 17: MAIL

New Words and Sentence Patterns

post office
envelope
stamp
letter
post card
package
mail

teacher

mail box
mail slot

mailman
letter carrier
delivering

to
from

dear
sincerely
love

happy
sad

many
few

with
without

get
got
go
went

After _____, I/we (verb) _____.

You can _____ at the _____.
Where can you _____?

I went to (place) this morning.
What did you do this morning?

Where is _____?
It's _____.

Props Needed: envelopes addressed to you, your student, return address included on each
stamps of several common denominations
package wrapped and addressed for mailing
some brief, easy-to-read letters
Oxford Picture Dictionary pages 14, 18, 21, 22

Note: As part of homework, have student write a brief letter to you and be sure to write back an immediate answer!

Dialogues

Do you have any post cards?
  Yes, right over there.
Thank you.

I want to mail this package, please.
  That will be $1.80.

How much will it cost to mail this letter?
  That will be _____.
Thank you.

Pronunciation

s	t	st	sl
same	to	stamps	slow
six	telephone	student	slip
seven	tax	stop	slot
Saturday	take	stick	slap
Sue	test	stump	slide
some	ten	start	slippery
send	Tuesday	stay	slacks
see	time	sting	sly
say	tea	stove	slice
sit	table	story	sleep

The Emergency English Workbook Assignment: pages 130-135

LESSON 18: DESCRIBING PEOPLE

New Words and Sentence Patterns

I	sad	head
you	happy	hair
he		eyes
she	upset	nose
it	calm	mouth
we		ears
they	unfriendly	chin
	friendly	face
color		beard
black	well	
brown	sick	old
green		young
red	strong	
orange	weak	fat
yellow		thin
blue	hot	
purple	cold	statement
white		question
	kind	
do	unkind	proud
does		ashamed

Who am I? You are _____.
Who are you? I am _____.
Who is he? He is _____.
Who is she? She is _____.
Who are we? We are _____.
Who are they? They are _____.

What color is this?
It's _____.
This is _____.

What color is your _____?
It's _____.

What color are you _____?
They are _____.

Are you _____?
Yes, I am.
No, I'm not.

Props Needed: colors, pictures of people with various colors of hair and eyes.
Oxford Picture Dictionary pages 8, 9, 74

Dialogues

Are you hungry?
  Yes, I am.
  No, I'm not.

How do you feel?
  I feel fine.
  I don't feel very well.

What does he look like?
  He's short.
  He has black hair.

What does she look like?
  She's tall, slim, and
  has brown hair.

Pronunciation

th	sh	h	r
this	she	hands	red
they	should	hair	room
that	shop	he	right
then	shirt	high	run
though	shoes	home	restroom
there	shopping	help	rent
these	show	how	ruler
them	shut	has	restaurant
those	shout	half	ring
the	ship	hot	refrigerator

The Emergency English Workbook Assignment: pages 136-140

LESSON 19: PERSONAL HEALTH

New Words and Sentence Patterns

medicine	children	pain
tablets	adult	fever
capsules		cough
drops	safe	no appetite
	dangerous	cold
directions	hurt	
label	kill	sore throat
	all right	headache
daily		stomachache
dosage	thermometer	toothache
external	temperature	
internal		back
poison	leg	chest
	ankle	stomach
every	foot	
every other	knee	always
		never
inside	head	
outside	throat	arm
	neck	elbow
reach	tooth	wrist
let	teeth	hand

How do you feel?
I have a _____.

How does he feel?
He has _____.

I want _____.
I need _____.
What do you _____?

Where is _____?
It's _____.

Props Needed: oral thermometer
several medicine bottles, both prescription type and non-prescription (liquids & pills), which have common instructions on label
phone book (for information about calling doctor/ambulance)
large doll (to point out parts of body)
Oxford Picture Dictionary pages 8, 9, 17, 39, 47

Dialogues

How do you feel?
I have a fever.
I have a bad cold.
I feel tired.

Are you taking any medicine for it?
Yes, I am.
No, I'm not.

Pronunciation

v	f	o	ow (ou)
very	fever	not	how
Vietnam	first	hot	now
vegetables	family	hospital	brown
vacation	feeling	doctor	town
vat	fine	shop	down
vase	father	got	however
velvet	foot	clock	about
vet	feet	dollar	ground
vex	for	cot	house
vigor	five	slot	out

The Emergency English Workbook Assignment: pages 141-145

LESSON 20: CLOTHING

New Words and Sentence Patterns

clothing/clothes	umbrella	same
sweater		different
hat	jeans	
shirt	shorts	about
tie		
jacket	purse	big
suit	wallet	bigger
slacks	socks	size
glasses	stockings	petite
coat		small
shoes	wear	medium
blouse		large
skirt	store	extra-large
	shop	
	department store	

This is _____.
These are _____.
Is this your _____?

What are you wearing?
I'm wearing _____.

What color is _____?
What size is _____?

Where is _____?
It's _____.

Men/women wear _____.
Who wears _____?

Props Needed: articles of clothing, some big, some small, in a variety of colors
clothes size tags
Oxford Picture Dictionary pages 10-13, 27

Note: Be sure to act out dialogues with students, using the articles of clothing.

Dialogues

May I help you?
I would like to buy a shirt/blouse.

How does it fit?
It's too large.
It's too small.
It's fine.

Is this on sale?
Yes, it is.
No, it isn't.

What size is this?
It's _____.

Pronunciation

gl	cl	bl	sl
glasses	clothes	blouse	slacks
gloomy	clock	black	slim
glad	close	blue	sleep
glue	click	block	sleeve
glass	clash	blade	slide
glove	clap	blanket	sling
globe	claw	blind	slip
glider	closet	blotter	slipper
glee	cloud	blow	sloppy
glide	clear	bleed	slow

The Emergency English Workbook Assignment: pages 146-149

LESSON 21: JOBS

New Words and Sentence Patterns

secretary
gas station attendant
cashier
file clerk
scientist
retired
guard
salesperson/salesman
truck driver
taxi driver
cook
waiter
waitress
dentist
nurse
pilot
welder
farmer
carpenter
construction worker

baseball player
office worker
restaurant
farm
factory
laboratory
newspaper
employment office
open
closed
experience
application

full-time
part-time
insurance
wood
grade school
high school
college/
university
builds
citizen
marital status
baby

I'm a _____.

I like to _____.
I don't like to __.

Where do you _____?
I _____ _____.

Where does he ____?
He ____ _____.

Where does she ___?
She ___ _____.

Where do they ____?
They ___ _____.

Props Needed: newspaper want ads
pictures of common jobs
some simple sample job applications
Oxford Picture Dictionary pages 14-18, 20-23, 36, 40, 41, 44, 46-49, 54-55

Dialogues

How much does this job pay?
$300 a week.
What are the working hours?
9 to 5.

What do you do?
I'm a cook.

Where do you work?
At a restaurant on First Street.

Pronunciation

j	o	s	v
janitor	occupation	salary	vacation
just	odd	secretary	very
jeans	object	size	vacuum
jacket	on	sit	valley
jail	operator	sad	van
jet	ox	six	vegetable
jump	onto	seven	vest
jar	olive	Sunday	village
jack	octopus	Saturday	vise
juice	oxygen	September	violin

The Emergency English Workbook Assignment: pages 150-156

LESSON 22: CHECKS AND MONEY ORDERS

New Words and Sentence Patterns

money order
check
bills

always
never

date
sender
sum
amount
to the order of
purchaser's signature

buy
pay
check number
bank number
account number
send

Use _____ to _____.
What is _____ for?
What can I use _____ for?

The money order/check is for _____.
Who is it for?
What is it for?
How much is it for?

The _____ is _____.
Who is the _____?

The _____ number is _____.
What is the _____ number?

Props Needed: blank checks and money orders (ask your bank for a specimen set)
Oxford Picture Dictionary pages 22, 54

Dialogues

That's $17.45.
  Will you take a check?
Certainly. Do you have some identification?
  Yes.
Thank you.

Will that be cash or charge?
  Cash
  Charge.

Pronunciation

sh	ch	-k	-nk
she	change	back	bank
shoes	charge	book	thank
show	church	look	think
shape	chicken	pick	sink
shadow	much	quick	blink
shop	which	make	wink
shelf	such	take	stink
shut	watch	ache	rink
ship	patch	bake	blank
shoot	chart	pack	pink

The Emergency English Workbook Assignment: pages 157-163

LESSON 23: HOUSING

New Words and Sentence Patterns

rent
buy
lease
deposit
parking
for sale
for rent
carpet
wall to wall
air conditioning
family room
fireplace
laundry

furniture
furnished
unfurnished
stories/floors
utilities
gas
electric
oil
water
someone
information
includes
available
immediately

I need _____.
How many _____ do you need?
How much _____?
Do you have _____?
Where is the _____?
It's in the _____.

Props Needed: newspaper ads for renting or buying apartments or houses
utility bills
Oxford Picture Dictionary pages 26-33

Dialogues

Where's Tom?
He's in the living room.

How much is the rent?
$200 a month.
Do I have to make a deposit?
Yes.

How many bedrooms does this apartment have?
Three.

Pronunciation

ū	p	b	g
utilities	deposit	bed	gas
use	apartment	bath	go
united	carpet	buy	get
uniform	appointment	bedroom	gallon
universe	company	bathroom	God
useable	experience	busy	going
using	important	back	good
useless	apartment	between	got
Uganda	cups	book	gave
university	appetite	bad	give

The Emergency English Workbook Assignment: pages 164-165

LESSON 24: PAYING BILLS

New Words and Sentence Patterns

housing costs
repairs

save
bills
due
amount due
payment
send
mail
cash

either...or

part
total
entire

office
company

income
expenses

budget
insurance
savings
emergency
other

The _____ bill is for (amount) .
How much is the _____ bill?

Do not _____ (imperative) _____.
Please _____ (imperative) _____.

This is a _____ bill.
What kind of bill is this?

It's on/in the _____.
Where's the _____?

Props Needed: typical utility bills (ask companies for samples, explanations of bills)

Dialogues

Where's the gas bill?
  It's on the table.
Thank you.
  How much is it for?
$35.

Where can I pay my telephone bill?
  At the telephone office.
Where is that?
  Market and Chestnut Streets.
What are the office hours?
  9 AM to 5 PM.
Thank you.

Pronunciation

l	r	cl	cr
lights	repairs	clothes	crack
look	read	clock	crane
last	Robert	clown	cream
left	refrigerator	clumsy	crayon
lettuce	rice	clear	credit
little	ruler	class	crash
like	run	clap	crib
lots	rest	clay	crisscross
live	rat	clean	crow
loaf	rush	club	cry

The Emergency English Workbook Assignment: pages 166-169

LESSON 25: THE SEASONS

New Words and Sentence Patterns

season
spring
summer
fall/autumn
winter

sun
snow
rain
cloud

sunny
snowing
raining
cloudy

ice

snowman

swimming
gardening
skiing
planting
ice skating
going on a trip

football

tree
flower
bird
garden

plant (verb)

There are _____ _____ in a year.
How many _____ are in a year?

It (verb) in the (season).
What's the weather like in (season)?

In _____ you can _____.
What can you do in _____?

It's _____ today.
What's the weather like today?

Props Needed: pictures of seasons (nature, activities)
Oxford Picture Dictionary pages 27, 47, 48

Dialogues

It's a nice/hot/cold day,
isn't it?
  It sure is!

It looks like rain.
  Oh dear. I don't have my
  umbrella.
Do you want to take mine?
  No thanks. I'll be fine.

Is it hot/cold outside?
  Yes. It must be about
  _____ degrees.
In that case, I'll wear
a _____.

Pronunciation

ē	ā	ō	ī
feelings	brave	lonely	kind
cheerful	afraid	cold	tired
weak	ate	going	unkind
he	mail	don't	I
she	name	home	fine
we	straight	throat	like
be	eight	local	rice
eating	make	both	size
cheese	day	most	life
knee	wait	goat	light

The Emergency English Workbook Assignment: pages 170-175

6. SOME SOUNDS OF ENGLISH: 50 PRONUNCIATION LESSONS

The following pronunciation lessons teach and reinforce some of the most common sounds of English. Common words and regular spelling patterns are used as much as possible.

The student always reads everything in these pronunciation lessons. In the Listen and Read section, the student listens and reads as the teacher (or a tape-recorded voice) models the sound in isolation, then quickly reads words containing the sound.

In the Listen, Read, Say section, each sound and the words containing the sound are modeled twice in quick succession, then repeated twice by the student.

Beginning with Lesson 46, some "tongue twisters" are introduced. Lesson 50, a review lesson, is composed completely of tongue twisters.

Listen carefully, practice hard, but have fun!

LESSON 1: SOUNDS OF S AND Z

Listen and Read

1. s s s

six
some
seven
supper
Sam
sip
snake
soon

2. z z z

zipper
zap
zinc
zebra
zoo
zoom
zither
zest

Listen, Read, Say

3. s
s

seven
seven

snake
snake

supper
supper

soon
soon

Sam
Sam

sip
sip

sap
sap

4. z
z

zipper
zipper

zip
zip

zoom
zoom

zinc
zinc

zebra
zebra

zed
zed

zither
zither

zest
zest

5. see
see

zebra
zebra

sip
sip

zip
zip

sue
sue

zoo
zoo

sink
sink

zinc
zinc

soon
soon

zoom
zoom

LESSON 2: SOUNDS OF T AND D

Listen and Read

1. t t t

ten
tot
Texas
taxi
tent
tan
tin
teen
tip

2. d d d

dish
dinner
dot
did
Dan
dip
dollar
do
day

Listen, Read, Say

3. t
t

taxi
taxi

Texas
Texas

Tuesday
Tuesday

ten
ten

tip
tip

tent
tent

tot
tot

teen
teen

tan
tan

tin
tin

4. d
d

Dan
Dan

dollar
dollar

dish
dish

day
day

do
do

door
door

dinner
dinner

did
did

dime
dime

dip
dip

5. ten
ten

den
den

tot
tot

dot
dot

tip
tip

dip
dip

to
to

do
do

tin
tin

din
din

tan
tan

LESSON 3: SHORT SOUNDS OF O AND I

Listen and Read

1. o o o

Oz
on
odd
octopus
olive
dot
top

2. i i i

it
if
in
id
ill
sip
zip
tip
dish
dinner
did
timid

Listen, Read, Say

3.
o
o

dot
dot

octopus
octopus

olive
olive

Oz
Oz

top
top

odd
odd

on
on

4.
i
i

tip
tip

sip
sip

did
did

timid
timid

in
in

if
if

zip
zip

it
it

5.
on
on

in
in

top
top

tip
tip

odd
odd

id
id

octopus
octopus

it
it

olive
olive

did
did

LESSON 4: SOUNDS OF F AND V

Listen and Read

1. f f f

fish
fox
fast
for
from
fell
fan
fix
first
fun

2. v v v

valley
van
vest
vindicate
vast
vintage
vat
vista
visit
vend

Listen, Read, Say

3.
f
f

fish
fish

fast
fast

fox
fox

fell
fell

fan
fan

fix
fix

fun
fun

4.
v
v

vast
vast

valley
valley

vest
vest

van
van

vat
vat

visit
visit

vend
vend

5.
fast
fast

vast
vast

fan
fan

van
van

fat
fat

vat
vat

fox
fox

valley
valley

fun
fun

vista
vista

LESSON 5: SOUNDS OF CH AND J

Listen and Read

1. ch ch ch

children
chop
chill
Chuck
check
chest
chicken
cherry
chin
chimney

2. j j j

jack
jar
jet
jump
jelly
Jill
Jerry
job
jest
jot

Listen, Read, Say

3. ch
ch

children
children

cherry
cherry

chest
chest

chill
chill

check
check

chop
chop

chin
chin

4. j
j

job
job

jump
jump

jot
jot

Jill
Jill

jar
jar

jet
jet

jack
jack

5. Jerry
Jerry

cherry
cherry

Jill
Jill

chill
chill

jest
jest

chest
chest

jar
jar

char
char

jump
jump

chump
chump

LESSON 6: SHORT SOUNDS OF E AND I

Listen and Read

1. e e e

bed
end
empty
express
jet
chest
seven
zest
ten

2. i i i

in
if
sip
did
fix
tip
dish
visit
zipper
dinner

Listen, Read, Say

3. e
e

Ed
Ed

ten
ten

chest
chest

test
test

empty
empty

express
express

zest
zest

seven
seven

4. i
i

visit
visit

zipper
zipper

dish
dish

fix
fix

did
did

in
in

sip
sip

if
if

5. bed
bed

bid
bid

end
end

in
in

ten
ten

tin
tin

jet
jet

sip
sip

seven
seven

did
did

LESSON 7: SOUNDS OF B AND P

Listen and Read

1. b b b

bed
bath
bad
bat
bell
bib
bill
bit
body
box

2. p p p

pack
pan
path
pen
pepper
pick
pin
pit
pot
pump

Listen, Read, Say

3.
b
b

bed
bed

box
box

bell
bell

bath
bath

bit
bit

bib
bib

bad
bad

body
body

bat
bat

bill
bill

4.
p
p

pan
pan

pit
pit

put
put

pepper
pepper

pot
pot

pump
pump

pack
pack

path
path

pen
pen

pick
pick

5.
pen
pen

Ben
Ben

pit
pit

bit
bit

path
path

bath
bath

pin
pin

bin
bin

pump
pump

bump
bump

LESSON 8: SOUNDS OF G, C AND K

Listen and Read

1. g g g

get
gun
gas
give
gift
gallon
girl
got
gull
gut

2. c c c

cup
can
cut
Cal
cot
catch
cow
cat
cool

c = k

3. k k k

kill
kick
Ken
kettle
kiss
kitten

Listen, Read, Say

4.
g
g

give
give

get
get

gas
gas

got
got

gut
gut

gift
gift

gull
gull

gallon
gallon

gun
gun

girl
girl

5.
c
c

cot
cot

cull
cull

cup
cup

Cal
Cal

can
can

cut
cut

6.
k
k

kick
kick

Ken
Ken

kill
kill

kiss
kiss

kitten
kitten

kettle
kettle

7.
gal
gal

Cal
Cal

gut
gut

cut
cut

gull
gull

cull
cull

gill
gill

kill
kill

give
give

kick
kick

gift
gift

LESSON 9: SHORT SOUNDS OF A AND U

Listen and Read

1. a a a

apple
add
bat
ban
aft
pant
ash
axe
after
cap

2. u u u

up
butter
uncle
under
usher
but
cup
mud
punt
bun

Listen, Read, Say

3.
a
a

apple
apple

cap
cap

ban
ban

after
after

bat
bat

pant
pant

add
add

4.
u
u

up
up

uncle
uncle

punt
punt

usher
usher

butter
butter

mud
mud

bun
bun

5.
bad
bad

bud
bud

bat
bat

but
but

ban
ban

bun
bun

cap
cap

cup
cup

pant
pant

punt
punt

mad
mad

LESSON 10: SOUNDS OF W AND WH

Listen and Read

1. w w w

wing
west
web
wet
wind
winter
women
watt
will
witch

2. wh wh wh

whet
when
whisker
which
where
why
whip
whistle
what
whisper

Listen, Read, Say

3.
w
w

wing
wing

witch
witch

west
west

women
women

will
will

wet
wet

web
web

4.
wh
wh

whistle
whistle

when
when

what
what

which
which

why
why

where
where

whet
whet

5.
watt
watt

what
what

wet
wet

whet
whet

witch
witch

which
which

west
west

when
when

wind
wind

whisker
whisker

web
web

LESSON 11: VOICED AND UNVOICED SOUNDS OF TH

Listen and Read

1. th th th (NO voice)

thank
thin
thick
thumb
thump
thatch
thermos
thinble
think
thistle

2. th th th (VOICE)

the
this
that
then
there
them
thus
those
these
this'll

Listen, Read, Say

3. th
th

thank
thank

thin
thin

thistle
thistle

thick
thick

thatch
thatch

think
think

thumb
thumb

thimble
thimble

thermos
thermos

thump
thump

4. th
th

this
this

then
then

those
those

thus
thus

that
that

the
the

them
them

there
there

these
these

this'll
this'll

5. thistle (NO voice)
thistle

this'll (VOICE)
this'll

thank (NO voice)
thank

that (VOICE)
that

thin (NO voice)
thin

then (VOICE)
then

thick (NO voice)
thick

those (VOICE)
those

think (NO voice)
think

thus (VOICE)
thus

thumb (NO voice)
thumb

LESSON 12: SHORT SOUNDS OF E AND U

Listen and Read

1. e e e

bet
set
west
bed
check
chest
get
left
met
mess

2. u u u

hut
shun
suck
sun
fun
run
up
supper
but
muss

Listen, Read, Say

3. e
e

met
met

bed
bed

bet
bet

mess
mess

get
get

left
left

hem
hem

set
set

west
west

4. u
u

shun
shun

but
but

muss
muss

supper
supper

lunch
lunch

hut
hut

suck
suck

run
run

number
number

5. bet
bet

but
but

check
check

hem
hem

hum
hum

less
mess

muss
muss

bed
bed

bud
bud

get
get

LESSON 13: SOUNDS OF S AND SH

Listen and Read

1. s s s

Sunday
September
sick
sit
sale
sad
sun
sat
say
sock

2. sh sh sh

shirt
ship
she
short
shock
show
shale
shack
shin

Listen, Read, Say

3.

s	s
Saturday	Saturday
sock	sock
sun	sun
sick	sick
sale	sale
sit	sit
say	say
sad	sad
sin	sin
Sunday	Sunday

4.

sh	sh
she	she
show	show
shale	shale
short	short
shack	shack
shin	shin
shirt	shirt
shock	shock
ship	ship

5.

sale	sale
shale	shale
sin	sin
shin	shin
sock	sock
shock	shock
sack	sack
shack	shack
see	see
she	she
sort	sort

LESSON 14: SOUNDS OF ST AND SH

Listen and Read

1. st st st

stop
stamp
stick
still
stack
star
stand
stun
station

2. sh sh sh

shop
short
shut
shack
she
show
shake
ship

Listen, Read, Say

3. st
st

state
state

star
star

still
still

stop
stop

stuck
stuck

stare
stare

stand
stand

staff
staff

stow
stow

step
step

4. sh
sh

shake
shake

ship
ship

she
she

shop
shop

show
show

shore
shore

shack
shack

shut
shut

5. stop
stop

shop
shop

stow
stow

show
show

stack
stack

shack
shack

stare
stare

share
share

stuck
stuck

shuck
shuck

stun
stun

LESSON 15: SHORT SOUNDS OF A AND O

Listen and Read

1. a a a

hat
am
ask
cab
sat
tap
fast
bad

2. o o o

pot
top
cob
hospital
on
tot
hot
ox

Listen, Read, Say

3. a
a

fast
fast

hat
hat

hammer
hammer

Dan
Dan

cab
cab

sat
sat

bad
bad

am
am

ask
ask

add
add

4. o
o

on
on

pot
pot

hospital
hospital

hot
hot

top
top

dot
dot

Don
Don

doctor
doctor

cob
cob

ox
ox

5. cab
cab

cob
cob

hat
hat

hot
hot

Dan
Dan

Don
Don

an
an

on
on

add
add

odd
add

ax
ax

LESSON 16: SOUNDS OF H, N, AND INITIAL KN

Listen and Read

1. h h h	2. n n n	3. kn kn kn
handle	no	know
hot	next	knew
hip	new	known
help	nope	knee
hospital	not	knock
hope	nut	knot
hurry	nurse	knife
have	now	knowledge
hook	nap	

kn = n

Listen, Read, Say

4. h	5. n	6. kn	7. hut
h	n	kn	hut
have	new	knew	nut
have	new	knew	nut
hurry	napkin	knife	how
hurry	napkin	knife	how
hot	nurse	knee	now
hot	nurse	knee	now
handle	no	knot	hope
handle	no	knot	hope
happy	next	know	nope
happy	next	know	nope
hospital	number	knock	hot
hospital	number	knock	hot
hip	nap	knowledge	not
hip	nap	knowledge	not
help	not		hip
help	not		hip
hope	nut		nip
hope	nut		nip
he	name		ho
he	name		ho

LESSON 17: SOUNDS OF M, L, R, AND INITIAL WR

Listen and Read

1. m m m	2. l l l	3. r r r	4. wr wr wr
Monday	luck	rock	wrap
mix	left	river	wrong
many	late	run	wren
money	look	rap	wreck
man	lesson	rate	write
mock	list	read	wrote
marry	lock	right	written
map	lap	red	
match	like	rid	
March	large	root	

wr = r

Listen, Read, Say

5. m m	6. l l	7. r r	8. marry marry
me	Larry	read	Larry
me	Larry	read	Larry
mate	last	rate	Ray
mate	last	rate	Ray
may	look	run	map
may	look	run	map
map	listen	river	lap
map	listen	river	lap
March	lock	rock	rap
March	lock	rock	rap
mock	late	rap	mock
mock	late	rap	mock
mile	list	rest	lock
mile	list	rest	lock
medicine	lesson	wr	rock
medicine	lesson	wr	rock
middle	lap	write	mate
middle	lap	write	mate
marry	left	wrong	late
marry	left	wrong	late

LESSON 18: SOUNDS OF AR AND ALL

Listen and Read

1. ar ar ar

star
mar
car
market
bar
jar
far
March
par
tar

2. all all all

mall
call
fall
tall
stall
ball
wall
hall

Listen, Read, Say

3. ar
ar

March
March

tar
tar

jar
jar

car
car

star
star

far
far

market
market

mar
mar

bar
bar

4. all
all

fall
fall

stall
stall

wall
wall

hall
hall

mall
mall

call
call

tall
tall

ball
ball

5. tar
tar

tall
tall

mar
mar

mall
mall

far
far

fall
fall

bar
bar

ball
ball

star
star

stall
stall

car
car

LESSON 19: SOUNDS OF ING, ONG, ANG AND UNG

Listen and Read

1. ing ing ing	2. ong ong ong	3. ang ang ang	4. ung ung ung
sing	song	sang	rung
bring	long	pang	sung
wing	belong	bang	clung
king	strong	rang	slung
sting	dong	hang	dung
fling	bong	slang	sprung
ping	wrong	tang	stung
ring	throng	gang	hung
spring		fang	lung

Listen, Read, Say

5. ing	6. ong	7. ang	8. ung	9. run	10. sing
ing	ong	ang	ung	run	sing
ping	bong	sang	stung	running	song
ping	bong	sang	stung	running	song
bing	long	fang	clung	sit	sang
bing	long	fang	clung	sit	sang
sing	wrong	hang	sprung	sitting	sung
sing	wrong	hang	sprung	sitting	sung
string	strong	slang	dung	show	ring
string	strong	slang	dung	show	ring
king	belong	tang	sung	showing	wrong
king	belong	tang	sung	showing	wrong
bring	song	bang	rung	read	rang
bring	song	bang	rung	read	rang
fling	throng	pang	slung	reading	rung
fling	throng	pang	slung	reading	rung
wing	dong	gang	lung	get	ping
wing	dong	gang	lung	get	ping
ring			hung	getting	pong
ring			hung	getting	pong
				thank	pang
				thank	pang
				thanking	
				thanking	

LESSON 20: FINAL SOUNDS OF X, KS AND SS

Listen and Read

1. x x x

box
fox
lox
oxen
ax
tax
lax
exit
fix
mix

x = ks

2. ks ks ks

books
looks
cooks
spooks
hooks

3. ss ss ss

boss
Miss
less
address
mass
mess
bless
fuss
bass
dress

Listen, Read, Say

4. x
x

exit
exit

fix
fix

taxes
taxes

box
box

lox
lox

mix
mix

ax
ax

ox
ox

fox
fox

5. ks
ks

hooks
hooks

books
books

spooks
spooks

looks
looks

cooks
cooks

6. ss
ss

address
address

Miss
Miss

boss
boss

dress
dress

fuss
fuss

mess
mess

bass
bass

bless
bless

success
success

less
less

7. box
box

boss
boss

mix
mix

miss
miss

ax
ax

ass
ass

Mexico
Mexico

messy
messy

lox
lox

loss
loss

LESSON 21: SOUNDS OF OR AND ER

Listen and Read

1. or or or

for
nor
more
sore
store
born
York
short
porch
form

2. er er er

her
per
were
term
clerk
perch
thermal
terminal

Listen, Read, Say

3. or
or

porch
porch

store
store

for
for

more
more

York
York

short
short

sport
sport

born
born

sore
sore

4. er
er

clerk
clerk

her
her

thermal
thermal

were
were

per
per

terminal
terminal

perch
perch

term
term

5. porch
porch

perch
perch

wore
wore

were
were

pore
pore

per
per

torn
torn

tern
tern

form
form

fern
fern

LESSON 22: SOUNDS OF FINAL NG AND NK

Listen and Read

1. ng ng ng

bang
sing
ring
bring
fling
sang
thing
sung
Ping-Pong
wing

nk = ngk

2. nk nk nk

blank
sank
sink
ankle
rank
think
bank
tank
ink
pink

Listen, Read, Say

3. ng
ng

thing
thing

sting
sting

ring
ring

Ping-Pong
Ping-Pong

sing
sing

bring
bring

wing
wing

string
string

sang
sang

4. nk
nk

bank
bank

pink
pink

honk
honk

ankle
ankle

think
think

sink
sink

sank
sank

sunk
sunk

stunk
stunk

5. thing
thing

think
think

sang
sang

sank
sank

stung
stung

stunk
stunk

ping
ping

pink
pink

rang
rang

rank
rank

bang
bang

LESSON 23: SOUNDS OF FINAL CK, CKS AND X

Listen and Read

1. ck ck ck

check
back
neck
tack
pick
sack
kick
sock
lack
block

2. cks cks cks

checks
backs
necks
tacks
picks
sacks
kicks
socks
lacks
blocks

ck = k

3. x x x

six
box
hex
fox
mix
fix
tax
sox
pix
lax

x = ks

Listen, Read, Say

4.	5.	6.	7.
ck	cks	x	lack
ck	cks	x	lack
neck	tacks	six	lacks
neck	tacks	six	lacks
sick	necks	sax	lax
sick	necks	sax	lax
back	picks	sox	tack
back	picks	sox	tack
check	kicks	lax	tacks
check	kicks	lax	tacks
pack	sacks	lox	tax
pack	sacks	lox	tax
tick	blocks	hex	lock
tick	blocks	hex	lock
tack	socks	mix	locks
tack	socks	mix	locks
tock	backs	tax	lox
tock	backs	tax	lox
kick	lacks	fix	sock
kick	lacks	fix	sock
sock	checks	exit	socks
sock	checks	exit	socks

LESSON 24: SOUNDS OF AR, IR AND ER

Listen and Read

1. ar ar ar	2. ir ir ir	3. er er er
far	skirt	perk
car	shirt	German
star	fir	clerk
mar	dirt	perch
par	stir	herd
jar	firm	per
hard	sir	fern
card	birthday	nerve
park	girl	her
dart	first	were

ir = er

Listen, Read, Say

4. ar	5. ir	6. er	7. park
ar	ir	er	park
park	first	fern	perk
park	first	fern	perk
jar	girl	her	dart
jar	girl	her	dart
far	sir	clerk	dirt
far	sir	clerk	dirt
car	birthday	perch	part
car	birthday	perch	part
star	firm	herd	pert
star	firm	herd	pert
dart	stir	per	Clark
dart	stir	per	Clark
card	shirt	were	clerk
card	shirt	were	clerk
mark	fir	perk	far
mark	fir	perk	far
part	skirt	nerve	fir
part	skirt	nerve	fir
start	dirt		
start	dirt		

LESSON 25: SOUNDS OF OB, OD, ON AND OP

Listen and Read

1. ob ob ob	2. od od od	3. on on on	4. op op op
Bob	cod	con	cop
cob	God	Don	sop
job	mod	on	top
mob	pod	Ron	mop
rob	rod	wonton	stop
Robert	sod	upon	pop
robin	body		shop
	modern		chop

Listen, Read, Say

5. ob	6. od	7. on	8. op	9. cob
ob	od	on	op	cob
Bob	cod	Ron	stop	cod
Bob	cod	Ron	stop	cod
cob	sod	con	mop	cop
cob	sod	con	mop	cop
mob	rod	Don	cop	con
mob	rod	Don	cop	con
rob	pod	wonton	top	rob
rob	pod	wonton	top	rob
Robert	mod	upon	shop	rod
Robert	mod	upon	shop	rod
robin	God	on	pop	Ron
robin	God	on	pop	Ron
	modern		chop	sob
	modern		chop	sob
	modest		sop	sod
	modest		sop	sod
			popcorn	sop
			popcorn	sop

LESSON 26: SOUNDS OF INITIAL Y AND INITIAL LONG U

Listen and Read

1. y y y

yes
yesterday
yellow
you
yet
yard
York
yell

2. ū ū ū

used
unit
united
uniform
unison
university
utilities
useful

Listen, Read, Say

3. y
y

yard
yard

you
you

yell
yell

yesterday
yesterday

York
York

yes
yes

yet
yet

yellow
yellow

4. ū
u

utilities
utilities

useful
useful

uniform
uniform

university
university

used
used

unison
unison

unit
unit

united
united

5. yes
yes

used
used

yellow
yellow

unit
unit

yard
yard

useful
useful

you
you

utilities
utilities

York
York

united
united

yesterday
yesterday

university
university

LESSON 27: SOUNDS OF C, K AND QU

Listen and Read

1. c c c

cab
cart
cash
coat
coffee
color
cook
cup

2. k k k

kind
kitchen
kilogram
kill
keep
kick
king
kit

3. qu qu qu

quack
question
quick
quit
quiet
quiz
quote

qu = kw

Listen, Read, Say

4. c	5. k	6. qu	7. kick
c	k	qu	kick
cart	kill	quick	quick
cart	kill	quick	quick
coat	kid	quiz	coat
coat	kid	quiz	coat
cup	kick	quote	quote
cup	kick	quote	quote
cab	keep	question	kit
cab	keep	question	kit
cook	kitchen	quiet	quit
cook	kitchen	quiet	quit
cash	kind	quit	kill
cash	kind	quit	kill
coffee	kit	quack	quill
coffee	kit	quack	quill

LESSON 28: SOUNDS OF IB, ID, IN AND IP

Listen and Read

1. ib ib ib	2. id id id	3. in in in	4. ip ip ip
bib	did	bin	hip
fib	hid	din	rip
rib	bid	fin	tip
jib	rid	kin	skip
crib	kid	chin	flip
glib	lid	win	sip
nib		tin	trip
			zip

Listen, Read, Say

5. ib	6. id	7. in	8. ip	9. bib
ib	id	in	ip	bib
jib	lid	chin	zip	bid
jib	lid	chin	zip	bid
fib	kid	bin	tip	bin
fib	kid	bin	tip	bin
bib	rid	fin	rip	rib
bib	rid	fin	rip	rib
rib	did	skin	chip	rid
rib	did	skin	chip	rid
crib	bid	din	skip	rib
crib	bid	din	skip	rip
glib	hid	kin	trip	tin
glib	hid	kin	trip	tin
nib	skid	tin	hip	tip
nib	skid	tin	hip	tip
		win	flip	fib
		win	flip	fib
				fin
				fin
				chin
				chin

LESSON 29: SOUNDS OF ALL, ELL AND ILL

Listen and Read

1. all all all

ball
call
fall
hall
hall
mall
tall
wall

2. ell ell ell

sell
bell
tell
well
fell
yell
dell
jell

3. ill ill ill

bill
kill
will
dill
fill
hill
Jill
pill

Listen, Read, Say

4. all
all

tall
tall

fall
fall

hall
hall

call
call

ball
ball

mall
mall

wall
wall

5. ell
ell

sell
sell

well
well

tell
tell

bell
bell

yell
yell

dell
dell

jell
jell

fell
fell

6. ill
ill

pill
pill

will
will

bill
bill

hill
hill

kill
kill

Jill
Jill

dill
dill

fill
fill

7. tall
tall

tell
tell

till
till

hall
hall

hell
hell

hill
hill

fall
fall

fell
fell

fill
fill

wall
wall

well
well

will
will

LESSON 30: SOUNDS OF ASS, ESS, ISS, OSS AND USS

Listen and Read

1. ass ass ass

pass
mass
lass
class
grass

2. ess ess ess

less
chess
bless
mess
confess

3. iss iss iss

kiss
miss
hiss
bliss
dismiss

4. oss oss oss

boss
toss
loss
cross
moss

5. uss uss uss

muss
fuss
cuss
puss
Russ

Listen, Read, Say

6. ass	7. ess	8. iss	9. oss	10. uss	11. mass
ass	ess	iss	oss	uss	mass
pass	dress	miss	toss	Russell	mess
pass	dress	miss	toss	Russell	mess
mass	mess	bliss	cross	fuss	miss
mass	mess	bliss	cross	fuss	miss
class	less	kiss	moss	truss	moss
class	less	kiss	moss	truss	moss
grass	confess	Mississippi	Ross	muss	muss
grass	confess	Mississippi	Ross	muss	muss
sassafras	address	dismiss	boss	cuss	lass
sassafras	address	dismiss	boss	cuss	lass
lass	bless	hiss	loss	puss	less
lass	bless	hiss	loss	puss	less
glass	press		blossom	Russ	loss
glass	press		blossom	Russ	loss
	chess			discuss	
	chess			discuss	

LESSON 31: SOUNDS OF SS AND ZZ

Listen and Read

1. ss ss ss

hiss
lass
miss
mess
mass
fuss
chess
toss
boss

2. zz zz zz

buzz
fizz
razz
fuzz
jazz
frizz
razzle-dazzle
nozzle
puzzle

Listen, Read, Say

3. ss
ss

miss
miss

toss
toss

mess
mess

fuss
fuss

mass
mass

hiss
hiss

muss
muss

lass
lass

4. zz
zz

jazz
jazz

frizz
frizz

razzle-dazzle
razzle-dazzle

nozzle
nozzle

puzzle
puzzle

fizz
fizz

fuzz
fuzz

buzz
buzz

razz
razz

5. fuss
fuss

fuzz
fuzz

lass
lass

razz
razz

puss
puss

puzzle
puzzle

miss
miss

jazz
jazz

toss
toss

nozzle
nozzle

LESSON 32: SOUNDS OF CH AND TCH

Listen and Read

1. ch ch ch

which
much
teach
rich
such
each
porch
March

ch = tch

2. tch tch tch

watch
patch
switch
itch
Scotch
ditch
stretch
hatch

Listen, Read, Say

3. ch
ch

teach
teach

March
March

porch
porch

which
which

such
such

each
each

much
much

rich
rich

4. tch
tch

patch
patch

ditch
ditch

stretch
stretch

Scotch
Scotch

itch
itch

watch
watch

switch
switch

hatch
hatch

5. rich
rich

patch
patch

teach
teach

hatch
hatch

March
March

ditch
ditch

each
each

switch
switch

much
much

match
match

LESSON 33: SOUNDS OF J AND DGE

Listen and Read

1. j j j

jet
jar
January
June
July
jam
jack
jot

j = dge

2. dge dge dge

edge
badge
bridge
fudge
lodge
Midge
ledge
hedge

Listen, Read, Say

3.
j
j

June
June

July
July

January
January

jet
jet

jot
jot

jar
jar

jack
jack

judge
judge

4.
dge
dge

judge
judge

edge
edge

lodge
lodge

Midge
Midge

fudge
fudge

bridge
bridge

badge
badge

hedge
hedge

5.
jet
jet

edge
edge

Jan
Jan

badge
badge

July
July

bridge
bridge

jack
jack

fudge
fudge

LESSON 34: SHORT O CONTRASTED WITH THE LONG O SPELLINGS O, OA AND OW

Listen and Read

1. o o o	2. ō ō ō	3. oa oa oa	4. ow ow ow
on	go	boat	snow
cost	so	coat	yellow
October	only	toad	grow
top	roll	road	show
dot	don't	soap	low
Oz	no	throat	own
olive	open	loaf	window
rod	both	oak	slow
cop	won't	toast	blow

ō = oa = ow (often)

Listen, Read, Say

5. o	6. ō	7. oa	8. ow	9. cot
o	o	oa	ow	cot
off	go	oak	yellow	coat
off	go	oak	yellow	coat
on	won't	coat	low	sod
on	won't	coat	low	sod
cop	don't	toast	window	so
cop	don't	toast	window	so
cot	open	loaf	own	top
cot	open	loaf	own	top
dot	no	throat	slow	tow
dot	no	throat	slow	tow
October	so	road	grow	sop
October	so	road	grow	sop
Oz	only	boat	show	soap
Oz	only	boat	show	soap
top	both	soap	snow	on
top	both	soap	snow	on
rod	roll	load		own
rod	roll	load		own

LESSON 35: SHORT o CONTRASTED WITH THE LONG o SPELLING o_e

Listen and Read

1. o o o

cop
rod
not
pop
mop
wok
con
rot
nod
tot

o_e = ō

2. o_e o_e o_e

cope
rode
note
Pope
mope
woke
cone
rote
node
tote

Listen, Read, Say

3. o
o

not
not

rot
rot

tot
tot

cop
cop

mop
mop

pop
pop

rod
rod

nod
nod

wok
wok

con
con

4. o_e
o_e

cope
cope

Pope
Pope

mope
mope

rode
rode

node
node

note
note

rote
rote

tote
tote

woke
woke

cone
cone

5. cop
cop

cope
cope

not
not

note
note

rot
rot

rote
rote

tot
tot

tote
tote

cop
cop

cope
cope

con
con

LESSON 36: SHORT I CONTRASTED WITH THE LONG I SPELLINGS IE, Y AND IGH

Listen and Read

ie = y (often) = igh = $\bar{i}$

1. i i i	2. ie ie ie	3. y y y	4. igh igh igh
six	pie	by	sigh
dish	tie	my	high
dip	lie	why	thigh
dinner	die	shy	right
tip	cried	try	sight
tin	fried	cry	night
did	tried	fly	fight
if	lied	sky	slight
in		thy	
sick			

Listen, Read, Say

5. i	6. ie	7. y	8. igh	9. sick
i	ie	y	igh	sick
if	lie	why	sigh	sigh
if	lie	why	sigh	sigh
in	tie	cry	thigh	skin
in	tie	cry	thigh	skin
sick	pie	my	high	sky
sick	pie	my	high	sky
six	die	shy	sight	fit
six	die	shy	sight	fit
dip	fried	fly	right	fight
dip	fried	fly	right	fight
tip	tried	sky	slight	tip
tip	tried	sky	slight	tip
dinner	cried	by	night	tie
dinner	cried	by	night	tie
dish	lied	try	fight	miss
dish	lied	try	fight	miss
did	tied			my
did	tied			my

LESSON 37: SHORT I CONTRASTED WITH THE LONG I SPELLINGS I AND I_E

Listen and Read

1. i i i	2. $\bar{i}$ $\bar{i}$ $\bar{i}$	3. i_e i_e i_e
hid	bicycle	hide
rid	silent	ride
din	rifle	dine
fin	final	fine
shin	dial	shine
win	library	wine
dim	nitrate	dime
bit	pilot	bite
kit	vital	kite
sit	pirate	site
rip	migrate	ripe

$i_e = \bar{i}$

Listen, Read, Say

4. i i	5. $\bar{i}$ $\bar{i}$	6. i_e i_e	7. sit sit
rid rid	final final	ride ride	silent silent
hid hid	rifle rifle	hide hide	site site
dim dim	bicycle bicycle	dime dime	bit bit
win win	silent silent	wine wine	bicycle bicycle
fin fin	nitrate nitrate	fine fine	bite bite
din din	pilot pilot	dine dine	rip rip
shin shin	vital vital	shine shine	rifle rifle
rip rip	dial dial	ripe ripe	ripe ripe
bit bit	library library	bite bite	fin fin
kit kit		kite kite	final final

LESSON 38: SHORT E CONTRASTED WITH THE LONG E SPELLINGS E, EE AND EA

$\bar{e}$ = ee (often) = ea (often)

Listen and Read

1. e e e	2. $\bar{e}$ $\bar{e}$ $\bar{e}$	3. ee ee ee	4. ea ea ea
pet	be	bee	neat
bet	he	reed	bead
red	me	beet	lead
net	she	meet	read
bed	we	fee	peat
led		feel	meat
met		heel	tea

Listen, Read, Say

5. e	6. $\bar{e}$	7. ee	8. ea	9. bed
e	e	ee	ea	bed
bed	be	bee	bead	be
bed	be	bee	bead	be
led	we	beet	leat	fed
led	we	beet	leaf	fed
red	she	fee	tea	fee
red	she	fee	tea	fee
fed	me	feet	neat	feed
fed	me	feet	neat	feed
met	he	feel	meat	met
met	he	feel	meat	met
net		heel	peat	meet
net		heel	peat	meet
pet		reed	sea	meat
pet		reed	sea	meat
bet		meet	meal	
bet		meet	meal	

LESSON 39: SHORT E CONTRASTED WITH THE LONG E SPELLINGS EY AND E_E

Listen and Read

$\bar{e}$ = ey = e_e

1. e e e

pet
left
pencil
dress
Ken
met
yes
peck
next

2. ey ey ey

key
keyed
money
honey
hockey
journey
monkey
trolley

3. e_e e_e e_e

Pete
here
these
theme
compete
scene
eke
Eve

Listen, Read, Say

4.
e
e

Ed
Ed

Ken
Ken

check
check

peck
peck

pet
pet

pencil
pencil

penny
penny

left
left

met
met

next
next

5.
ey
ey

money
money

honey
honey

key
key

keyed
keyed

monkey
monkey

trolley
trolley

hockey
hockey

journey
journey

6.
e_e
e_e

eke
eke

Eve
Eve

Pete
Pete

compete
compete

mete
mete

these
these

here
here

theme
theme

scene
scene

7.
pet
pet

Pete
Pete

Ken
Ken

keyed
keyed

met
met

mete
mete

send
send

scene
scene

peck
peck

eke
eke

LESSON 40: SHORT A CONTRASTED WITH THE LONG A SPELLINGS A, AI AND AY

Listen and Read

$\bar{a}$ = ai = ay

1. a a a	2. $\bar{a}$ $\bar{a}$ $\bar{a}$	3. ai ai ai	4. ay ay ay
pad	paper	rain	day
pan	cable	faith	say
ad	station	train	pay
ran	ache	mail	bay
man	taking	main	hay
mad	making	pain	May
cab	waking	wait	way
am	table	aid	Monday
		paid	

Listen, Read, Say

5. a	6. $\bar{a}$	7. ai	8. ay	9. am
a	a	ai	ay	am
am	baking	aid	bay	aim
am	baking	aid	bay	aim
ad	ache	paid	day	mad
ad	ache	paid	day	mad
mad	waking	maid	hay	maid
mad	waking	maid	hay	maid
pad	paper	mail	May	man
pad	paper	mail	May	man
pan	making	main	Monday	main
pan	making	main	Monday	main
man	station	pain	pay	pad
man	station	paid	pay	pad
ran	taking	rain	today	paper
ran	taking	rain	today	paper
cab	cable	train	say	pay
cab	cable	train	say	pay
	table	faith	way	paid
	table	faith	way	paid
		wait		
		wait		

LESSON 41: SHORT A CONTRASTED WITH THE LONG A SPELLING A_E AND AR CONTRASTED WITH ARE AND AIR

Listen and Read

a_e = ā

ārē = air

1. a a a	2. a_e a_e a_e	3. ar ar ar	4. ārē ārē ārē	5. air air air
mat	mate	car	care	chair
man	mane	star	stare	stair
mack	make	mar	mare	hair
tack	take	par	pare	pair
rack	rake	spar	spare	air
plan	plane	bar	bare	airplane
rat	rate	far	fare	fair
Sal	sale			

Listen, Read, Say

6. a	7. a_e	8. ar	9. ārē	10. air	11. mat
a	a_e	ar	ārē	air	mat
mat	plane	bar	fare	chair	mate
mat	plane	bar	bare	chair	mate
man	sale	car	bare	hair	mar
man	sale	car	bare	hair	mar
mack	rate	far	mare	fair	mare
mack	rate	far	mare	fair	mare
Sal	mate	mar	care	pair	tack
Sal	mate	mar	care	pair	tack
rat	mane	par	pare	stair	take
rat	mane	par	pare	stair	take
rack	take	spar	spare	airplane	tar
rack	take	spar	spare	airplane	tar
plan	rake	star	stare		tare
plan	rake	star	stare		tare
					fat
					fat
					fate
					fate
					far
					far

LESSON 42: SHORT U CONTRASTED WITH THE LONG U AND OO

Listen and Read

1. u u u	2. ū ū ū	3. o͞o o͞o o͞o	4. oo oo oo
cut	flu	school	book
lunch	ruler	gloomy	cook
truck	tutor	room	look
drug	student	booth	took
much	tune	tool	shook
umbrella	tulip	cool	rook
cup	June	loom	hook

Listen, Read, Say

5. u u	6. ū ū	7. o͞o o͞o	8. oo oo	9. cut cut
cup	student	cool	book	student
cup	student	cool	book	student
cut	ruler	tool	rook	school
cut	ruler	tool	rook	school
umbrella	junior	school	took	drug
umbrella	junior	school	took	drug
lunch	flu	loom	cook	ruler
lunch	flu	loom	cook	ruler
truck	June	room	look	hook
truck	June	room	look	hook
drug	tulip	gloomy	shook	cup
drug	tulip	gloomy	shook	cup
much	tune	booth	hook	cool
much	tune	booth	hook	cool
				cook
				cook
				lunch
				lunch

LESSON 43: SOUNDS OF AL, ALL AND AIL

Listen and Read

1. al al al	2. all all all	3. ail ail ail
gal	ball	mail
pal	call	sail
Alan	fall	bail
Calvin	hall	nail
altitude	wall	pail
talent	tall	tailor
balance	mall	sailor

Listen, Read, Say

4.	5.	6.	7.
al	all	ail	talent
al	all	ail	talent
pal	pall	pail	tall
pal	pall	pail	tall
gal	gall	Gail	tail
gal	gall	Gail	tail
talent	tall	tail	balance
talent	tall	tail	balance
Calvin	call	tailor	ball
Calvin	call	tailor	ball
balance	ball	bail	bail
balance	ball	bail	bail
Alan	fall	fail	pal
Alan	fall	fail	pal
altitude	hall	hail	pall
altitude	hall	hail	pall
	wall	wail	pail
	wall	wail	pail
	mall	mail	
	mall	mail	

LESSON 44: ER, IR AND UR CONTRASTED WITH ERE, EAR AND EER

Listen and Read

er = ir = ur	ēre = ear = eer

1. er ir ur	2. ere ere ere	3. ear ear ear	4. eer eer eer
her	here	hear	cheer
dirt	mere	dear	deer
first		fear	veer
yesterday		ear	beer
after		gear	peer
emergency		near	sheer
number		rear	
burn			
turn			

Listen, Read, Say

5. er	6. ēre	7. ear	8. eer	9. her
er	ere	ear	eer	her
her	here	dear	beer	here
her	here	dear	beer	here
yesterday	mere	fear	cheer	hear
yesterday	mere	fear	cheer	hear
after		gear	deer	dirt
after		gear	deer	dirt
emergency		hear	peer	deer
emergency		hear	peer	deer
number		near	veer	dear
number		near	veer	dear
ir		rear	sheer	first
ir		rear	sheer	first
first				fear
first				fear
dirt				burn
dirt				burn
ur				beer
ur				beer
burn				church
burn				church

LESSON 45: ER, IR AND UR CONTRASTED WITH IRE AND URE

Listen and Read

er = ir = ur

ure = ur or yur

1. er ir ur	2. ire ire ire	3. ure ure ure	4. ure ure ure
cur	fire	lure	cure
fir	hire	sure	pure
sir	tire	insure	obscure
burn	wire	assure	secure
shirt	inspire		
third	sire		
number	spire		
letter			
church			
turn			

Listen, Read, Say

5. er	6. ire	7. ure	8. sir
er	ire	ure	sir
number	tire	pure	sire
number	tire	pure	sire
letter	wire	cure	secure
letter	wire	cure	secure
ur	hire	obscure	fir
ur	hire	obscure	fir
cur	fire	secure	fire
cur	fire	secure	fire
spur	sire	lure	cur
spur	sire	lure	cur
church	inspire	sure	hire
church	inspire	sure	hire
turn	spire	insure	cure
turn	spire	insure	cure
ir			spur
ir			spur
sir			spire
sir			spire
fir			pure
fir			pure

LESSON 46: SOUNDS OF OU, OW AND OUR

Listen and Read

ow = ow

our = hour

1. ou ou ou	2. ow ow ow	3. our our our
house	brown	our
blouse	cow	sour
ouch	how	hour
shout	now	flour
loud	down	scour
cloud	town	
couch	crowd	

Listen, Read, Say

4. ou	5. ow	6. our	7. couch
ou	ow	our	couch
ouch	down	hour	cow
ouch	down	hour	cow
couch	town	sour	our
couch	town	sour	our
loud	brown	flour	house
loud	brown	flour	house
cloud	cow	scour	town
cloud	cow	scour	town
house	how		sour
house	how		sour
blouse	now		shout
blouse	now		shout
shout	crowd		flour
shout	crowd		flour

How now brown cow?
How now brown cow?

The brown bus goes downtown now.
The brown bus goes downtown now.

LESSON 47: SHORT O CONTRASTED WITH THE LONG O SPELLINGS OA AND OAR

Listen and Read

1. o o o	2. oa oa oa	3. oar oar oar
cot	coat	roar
God	goad	soar
rod	road	boar
got	goat	hoard
sock	soak	board
clock	cloak	coarse
cost	coast	oar
hot	hoax	

Listen, Read, Say

4. o	5. oa	6. oar	7. rot
o	oa	oar	rot
got	coat	boar	road
got	coat	boar	road
cot	goat	roar	roar
cot	goat	roar	roar
hot	coast	soar	sock
hot	coast	soar	sock
clock	soak	board	soak
clock	soak	board	soak
sock	cloak	hoard	soak
sock	cloak	hoard	soak
God	goad		hot
God	goad		hot
rod	road		hoax
rod	road		hoax
	hoax		hoard
	hoax		hoard

He got my goat.
He got my goat.

My socks are soaked.
My socks are soaked.

LESSON 48: SOUNDS OF OI, OY AND OIL

oi = oy

Listen and Read

1. oi oi oi	2. oy oy oy	3. oil oil oil
coin	toy	toil
join	boy	boil
joint	coy	coil
void	soy	soil
avoid	joy	spoil
appointment	employ	broil

Listen, Read, Say

4.	5.	6.	7.
oi	oy	oil	toy
oi	oy	oil	toy
coin	boy	coil	toil
coin	boy	coil	toil
join	coy	boil	boy
join	coy	boil	boy
joint	joy	soil	boil
joint	joy	soil	boil
void	soy	broil	soy
void	soy	broil	soy
avoid	toy	spoil	soil
avoid	toy	spoil	soil
point	employ	toil	coin
point	employ	toil	coin
appointment			coil
appointment			coil
			coy
			coy
			spoil
			spoil

Avoid the coy boy who spoils the coils.
Avoid the coy boy who spoils the coils.

LESSON 49: SOUNDS OF AU, AW, AUL AND AWL

au = aw

aul = awl

Listen and Read

1. au au au	2. aw aw aw	3. aul	4. awl
Maud	saw	Saul	drawl
Claude	draw	haul	scrawl
laud	hawk	Paul	bawl
fraud	dawn		crawl
taut	yawn		
gauze	raw		
pause	craw		
clause	law		
launch			

Listen, Read, Say

5. au	6. aw	7. aul	8. haw
au	aw	aul	haw
laud	saw	haul	haul
laud	saw	haul	haul
Maud	raw	Saul	saw
Maud	raw	Saul	saw
Claude	law	Paul	Saul
Claude	law	Paul	Saul
fraud	craw	awl	paw
fraud	craw	awl	paw
taut	draw	bawl	Paul
taut	draw	bawl	Paul
launch	hawk	rawl	raw
launch	hawk	rawl	raw
pause	dawn	drawl	rawl
pause	dawn	drawl	rawl
cause	yawn	scrawl	draw
cause	yawn	scrawl	draw
			drawl
			drawl

Paul has a drawl.
Paul has a drawl.

At dawn I saw Saul yawn.
At dawn I saw Saul yawn.

LESSON 50: REVIEW

Listen, Read, Say

1. Sue saw six zebras and seven snakes at the zoo.
2. Did Ted get into Dan's tan taxi?
3. Is the top on or off the olive dish?
4. The fast fox vanished into the vast valley.
5. Jill chills the cherries Jerry chopped.
6. Is Ed still fixing the ten tin chests?
7. Peter picked a peck of peppers, but Bill bought a bunch of beans.
8. Cal's gal killed a gull with the gun she got from Ken.
9. You can't butter up Uncle Bud with a batch of apples.
10. Which witch will wet her whistle while waiting for the wind?
11. They think this thistle is thicker than the others.
12. Bud left to get supper when the sun set.
13. She was sick with shock as she sat on the ship.
14. Please stop at the shop and show Shirley a stack of sticky stamps.
15. Can Dan make a pot of hot coffee fast?
16. Hurry to the hospital where the new nurse will help you.
17. Ron must leave on Monday right after the lesson.
18. Call the market in the mall for a small jar and a ball.
19. When spring was sprung the strong king sang a song and had a fling.
20. Fix the dress in the box and address it to the boss.
21. The clerk showed her short temper at the store faster than Mr. York.
22. I think the pink ping-pong ball is on a string by the sink.
23. Put the sick fox in the box so we can fix its neck.
24. The farm's firm hard dirt is fine for ferns and firs.
25. Bob got the cop to stop the robber of the Mod Cod Shop.

26. Yesterday you wore your yellow uniform to the university.
27. Kathy gave a quick kick to the cart carrying the quart jars.
28. Get the bib from the crib for the kid with the dripping chin.
29. Jill fell on a ball in the hall when Will came yelling after her.
30. What a fuss came to pass when Ross gave Bess a glass of sassafras juice.
31. The fuzz made a fuss when the messy miss tossed the puzzle at him.
32. In March watch Rich dig the ditch by the church.
33. June has a jar of fudge to take to the bridge party at the lodge.
34. Tie a yellow ribbon on the old oak tree over by the road.
35. Can the cop cope with the tot who toted Mom's mop away?
36. The sky high price of this pie makes me sigh.
37. If you win the wine, hide it or Jim will finish every bit of it.
38. She makes me see red when she heats the tea, then feeds it to her pet.
39. Pete's pet monkey, Honey, pecked Eve on the cheek.
40. On Monday Jack paid for his ad in the paper.
41. Sal's plan is to take the car to the fair, as soon as she fixes her hair.
42. Junior put himself through school driving ambulances and trucks.
43. Alan the tall sailor works in the mall now as a tailor.
44. There were many deer near here yesterday.
45. The burn cured the cur of playing in the fire.
46. She wore a brown and pink blouse when she came to our house.
47. Rod got a clock and a cloak at the shop down the road.
48. Avoid the coy boy who spoils the coils.
49. Calude paused to yawn, then he saw the hawk and yelled to Saul and Maud.
50. She sells sea shells down by the sea shore—and anywhere else she can!

APPENDIX A: A LESSON PLAN WORKSHEET

Lesson Subject: _____

New Words	New Sentence Patterns
1.	1.
2.	
3.	
4.	
5.	2.
6.	
7.	
8.	
9.	
10.	3.
11.	
12.	
13.	
14.	
15.	4.
16.	
17.	
18.	
19.	
20.	

Props Needed:			
	1.	6.	11.
	2.	7.	12.
	3.	8.	13.
	4.	9.	14.
	5.	10.	15.

Dialogue(s)
(3 line minimum)

Pronunciation

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Reading Assignment:
Writing Assignment:
Homework Assignment:

APPENDIX B: A BRIEF BIBLIOGRAPHY

There are literally hundreds of textbooks and other books available today on the subject of teaching English to Speakers of Other Languages (ESOL). Most are prepared by commercial publishers for use in schools. Any librarian or school ESOL teacher should be able to show you many types of materials.

The purpose of this bibliography is to suggest materials which we have found to be particularly useful to volunteer tutors. Please note that they are listed under general subject headings.

A GENERAL INTRODUCTION TO TESOL

BINH, Duog Thanh. A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools. Vietnamese Refugee Education Series. Washington, DC: Center for Applied Linguistics, 1975. 30 pp. An excellent guide for anyone sponsoring or working with Vietnamese school children. Very practical.

COLVIN, Ruth J. I Speak English, rev. ed. Syracuse, NY: Literacy Volunteers of America, 1980. 103 pp. A general introduction to TESOL, written especially for volunteers.

DIXSON, Robert J. A Practical Guide to the Teaching of English as a Foreign Language, second edition. New York: Regents Publishing Co., Inc., 1975. 121 pp. Deals with the "how" of teaching grammar, conversation, reading, vocabulary and pronunciation.

FINOCCHIARO, Mary. Teaching English as a Second Language, revised and enlarged. New York: Harper and Row Publishers, Inc., 1969. 478 pp. A lifetime ESOL teacher shares dozens of how-to-teach ideas in lay language. Many volunteers consider this text their ESOL "bible."

LANE, Martha A. The Emergency English Workbook. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1982. 228 pp. Correlated to Emergency English but may be used independently. Reading and writing lessons for beginning English students on such everyday topics as money, shopping, measuring things, mail, jobs, checks and money orders, personal health; heavily illustrated, 8½ x 11.

_____. If You Speak English, You Can Teach English: A Workshop by Videotape. Philadelphia: Lutheran Church Women, 1981. For ESOL tutors, the videotapes introduce and demonstrate principles of teaching English to speakers of other languages, how to teach vocabulary, dialogues, reading, pronunciation, writing; includes an uninterrupted, unrehearsed lesson being taught to a beginning English student; ideal for sponsors of refugees.

TEXTS FOR STUDENTS HAVING LITTLE OR NO PREVIOUS FORMAL SCHOOLING

IWATAKI, Sadae, et al. English as a Second Language, A New Approach for the Twenty-First Century. South Pasadena, CA: MODULEARN, Inc., 1975.

Vol. 1 Teacher's Guide with Evaluations for Beginning English A & B
Vol. 2 Student Workbooks, Lessons 1-20 (Module A)
Student Workbooks, Lessons 21-40 (Module B)
Vol. 3 Visuals for Beginning English, Lessons 1-20 and 21-40

Tapes, other specialized volumes also available. With careful teaching, can be used with beginners. Good illustrations.

MACERO, Jeanette and Lane, Martha. The Laubach Way to English. Syracuse, New York: New Readers Press.

Level 1: Teachers Manual, 240 pp., 1981 (rev.).
ESOL Illustrations, 48 pp., 1980 (rev.).
Skill Book 1, 80 pp., 1981 (rev.)

Level 2: Teachers Manual, 351 pp., 1977.
ESOL Illustrations, 63 pp., 1977.
Skill Book 2, 80 pp., 1981 (rev.).

This series includes teachers manuals, student books, books of illustrations. Designed especially for adults who are illiterate in their own language as well as in English; ideal for literate ESOL students whose native writing system does not use the Roman alphabet. Step-by-step instructions for teaching listening, speaking, reading and writing skills.

Volunteers are encouraged to take a free 15-hour course on how to use these materials. For information about Laubach Way to English workshops write to the publisher or to Lutheran Church Women.

FOR STUDENTS LITERATE IN THEIR NATIVE LANGUAGE
WHO SPEAK LITTLE OR NO ENGLISH

DIXSON, Robert J. Modern American English. (new edition). New York: Regents Publishing Co., Inc., 1979. Series of six teachers manuals, six student workbooks and six textbooks. Primarily emphasizes verbal communication but does include reading and writing exercises; many illustrations; good basic information on how to teach. Tapes also available. May use too much vocabulary for some beginning students.

IWATAKI, Sadae, et al. English as a Second Language: A New Approach for the Twenty-First Century. See entry in earlier section.

MACERO, Jeanette and Lane, Martha. The Laubach Way to English. See entry in earlier section.

FOR STUDENTS WITH SOME EXPERIENCE IN READING AND WRITING ENGLISH
WHO NEED HELP IN SPEAKING AND UNDERSTANDING SPOKEN ENGLISH

DIXSON, Robert J. Modern American English. See entry in earlier section.

IWATAKI, Sadae, et al. English as a Second Language. See entry in earlier section.

LANZANO, Michael R. and Bodman, Jean W. Milk and Honey: An ESL Series for Adults. New York: Harcourt Brace Jovanovich, Inc., 1981. 190 pp.

Anything that has Jean Bodman's name attached to it deserves a second look. The same may be true for Michael Lanzano, but the author is not familiar with his work. Milk and Honey, a series of five textbooks and accompanying workbooks, is a thoughtful, relevant combination of sequenced grammar, subject matter that meets everyday needs and activities which encourage students to work and learn on their own as much as possible. This would be a great follow-up to Emergency English.

MELGREN, Lars and Walker, Michael. New Horizons in English, 2nd ed. Reading, MA: Addison-Wesley, 1980. Six student books, six teachers guides and six workbooks. Wall charts of vocabulary and tapes available. The emphasis is on conversational English; good variety of exercises; delightful illustrations; meaningful content; fun to teach and study.

SAVAGE, K. Lynn, How, Mamie and Yeung, Ellen Lai-shan. English That Works. Glenview, IL: Scott, Foresman and Co., 1982. Designed for adults needing pre-vocational English, this program includes two student books, two accompanying teacher's books, flash cards, cassettes and cultural notes booklets. The student books are practical and well illustrated. The photographs are especially good. The publisher has done a commendable job of attempting to be non-sexist, non-racist and non-classist. Students completing Emergency English satisfactorily should have little difficulty with English That Works.

DICTIONARIES AND PHRASEBOOKS

NGUYEN, Hy Quang. English-Vietnamese Phrasebook with Useful Wordlist, Washington, DC: Center for Applied Linguistics, 1975. 142 pp. Excellent choice of much-needed words and phrases; recommended for use with Emergency English materials.

NGUYEN,et al English-Khmer Phrasebook with Useful Wordlist. Washington, DC: Center for Applied Linguistics, 1980. 131 pp. Same as above.

NGUYEN,et al English-Lao Phrasebook with Useful Wordlist. Washington, DC: Center for Applied Linguistics, 1980. 152 pp. Same as above.

NGUYEN,et al English-Hmong Phrasebook with Useful Wordlist. Washington, DC: Center for Applied Linguistics, 1981. 124 pp. Same as above.

NGUYEN,et al English-Spanish Phrasebook with Useful Wordlist. Washington, DC: Center for Applied Linguistics, 1981. 141 pp. Same as above.

Note: Cassette tapes are available for each of the above phrasebooks.

NGUYEN-Dinh-Hoa. Vietnamese-English Dictionary. Rutland, VT and Tokyo, Japan. Charles E. Tuttle Company, Inc., 1966. 568 pp. This modern Vietnamese dictionary contains more than 9,000 entries. It is an excellent aid for refugees, especially students. Unfortunately for English speakers, no English-Vietnamese section is included.

SOME GOOD SPECIAL RESOURCES

ALLEN, Walter P. A Cultural Checklist. Portland, Oregon: English Language Services, 1973. 67 pp. Designed as a guide for selecting English reading materials for ESOL students, this little book provides some excellent hints on how to teach culture—and what to teach.

CANZANO, Phyllis Marrell and Marrell, Dorothea. A Practical Guide to Multi-level Modular ESL. Portland, Oregon: English Language Services, 1974. 215 pp. This handbook is full of excellent ideas for teachers and tutors. Ideas for activities and supplementary assignments are provided on such subjects as pronunciation, grammar, spelling and handwriting, dialogues, reading, listening, composition and vocabulary development. Everything is as student-centered as possible. Also contains an outstanding bibliography.

FINOCCHIARO, Mary. Let's Talk: A Book of Conversations. New York: Regents Publishing Co., Inc., 1970. 177 pp. Dialogues cover many subjects and situations. Not for use with beginning students. Good emphasis on natural conversation.

LAIRD, Charlton. The Miracle of Language. New York: Fawcett World Library, 1965. 255 pp. A linguist, scholar and novelist traces the history of the English language in an informative yet very entertaining style. A good resource for anyone curious about the English language.

PARNWELL, E. C. Oxford Picture Dictionary of American English (Monolingual English Edition). New York: Oxford University Press, 1978. 86 pp. (paperback) Finally here is an adult picture dictionary; good composite pictures; in full color; illustrates about 2,000 words; includes sections on adjectives, prepositions, nouns of quantity.

WHITFORD, Harold C. and Dixson, Robert J. Handbook of American Idioms and Idiomatic Usage (revised and expanded). New York: Regents Publishing Co., Inc., 1973. 188 pp. Lists more than 5,000 common idiomatic words and phrases. Each idiom is defined and used in a sentence.

WILSON, Robert M. and Barnes, Marcia M. Survival Learning Materials. York, PA: Strine Printing Co., 1974. 51 pp. This little book contains ideas for teachers needing to teach English competency skills, but it contains many ideas suitable for tutors of ESOL students. It suggests how to give practice in reading and understanding such items as aspirin labels, credit cards, sales slips and travel brochures.

PRONUNCIATION AIDS

GRAHAM, Carolyn. Jazz Chants: Rhythms of American English for Students of English as a Second Language. New York: Oxford Unviersity Press, 1978. 80 pp.

_____. Jazz Chants for Children: Rhythms of American English through Chants, Songs and Poems. Illustrated by Ann Veltfort. New York: Oxford University Press, 1979. 84 pp.

Note: Cassette tapes of each of the above also available.

NASH, Rose. Comparing English and Spanish: Patterns in Phonology and Orthography. New York: Regents Publishing Co., Inc., 1977. 276 pp. Compares Spanish and English sounds and stress patterns; has numerous helpful lists, charts and pronunciation helps. Tapes available.

NILSEN, Don L. F. and Nilson, Aileen Pace. Pronunciation Contrasts in English. New York: Regents Publishing Co., Inc., 1973. 88 pp. (paperback). Presents English vowel, consonant and multiple sounds; instructions and diagrams for making the sounds; minimally paired words and special sentences for practice.

PRATOR, Clifford H., Jr., revised by Betty Wallace Robinett. Manual of American English Pronunciation, 3rd edition. New York: Holt, Rinehart and Winston, Inc., 1972. 181 pp. This book is used by foreign students in many college classrooms. It is an excellent manual for serious tutors who find themselves needing more factual information about the English language. Some lay tutors may find the constant use of the phonetic alphabet difficult.

TAYLOR, Harvey M., ed. English and Japanese in Contrast. New York, NY: Regents Publishing Co., Inc., 1979. 205 pp. While some may find this book too technical, it provides good information about important Japanese language and cultural characteristics.

TRAGER, Edith Crowell and Henderson, Sara Cook. The PD's: Pronunciation Drills for Learners of English. Culver City, CA: English Language Services, 1973. 140 pp. A very complete collection of pronunciation drills. Each vowel, consonant and phoneme is drilled alone. Includes minimal pairs and short tongue-twisting sentences. Charts stress and intonation patterns.

WOODS, Howard B. Rhythm and Unstress. Hull, Quebec: Canadian Government Publishing Centre, 1979. 26 pp. This booklet provides practical, easy-to-use drills for teaching English stress and rhythm patterns.

_____. Syllable Stress and Unstress. Hull, Quebec: Canadian Government Publishing Centre, 1978. 62 pp. A companion booklet to Rhythm and Unstress. This booklet gives rules and drills for pronouncing polysyllabic words of the English language.